

New York State School Report Card Comprehensive Information Report

BEDS Code: 16-01-01-06-0001

Grade Range : 7-12

Name: Tupper Lake Middle-High School

Principal: Eugene Johnson

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	95	82	102
Eighth	93	101	79
Ninth	97	97	99
Tenth	106	105	95
Eleventh	103	104	101
Twelfth	89	95	92
Ungraded Secondary	0	0	0
Total K-12 Enrollment	583	584	568

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	2	0.3%	9	1.5%	8	1.4%
Black (Not Hispanic)	3	0.5%	5	0.9%	7	1.2%
Hispanic	0	0.0%	0	0.0%	1	0.2%
White (Not Hispanic)	578	99.1%	570	97.6%	552	97.2%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	15	19	18
Mathematics Grade 8	14	19	19
Science Grade 8	14	19	19
Social Studies Grade 8	14	19	0
English Grade 10	20	24	21
Mathematics Grade 10	22	21	19
Science Grade 10	19	24	8
Social Studies Grade 10	20	20	15

(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
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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	1	0.2%	0	0.0%
Eligible for Free Lunch	69	11.8%	67	11.5%	74	13.2%

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		94.6%		95.8%		95.2%
Student Suspensions	24	4.1%	66	11.3%	50	8.6%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.9%	7.7%	7.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	83%	100%	101%

Staff Counts

Staff	2002–2003
Total Teachers	46
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	5
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	72	48	67%	71	50	70%	69	44	64%
Students with Disabilities	7	1	14%	7	1	14%	14	3	21%
All Students	79	49	62%	78	51	65%	83	47	57%

*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	32	0	4	5	1
Percent	49%	39%	0%	5%	6%	1%

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)
14	3	0	14

*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		4	
	Entered GED Program*			0		0	
	Total Noncompleters			3		4	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	12	3.0%	3	0.7%	4	1.0%
	Entered GED Program*	6	1.5%	0	0.0%	0	0.0%
	Total Noncompleters	18	4.6%	3	0.7%	4	1.0%

*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		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		158	146
	Number of Students with Disabilities		25	34
	Number of All Students		183	180
	Percent of Enrollment		100%	99%
9–12	Number of General-Education Students		352	321
	Number of Students with Disabilities		50	60
	Number of All Students		402	381
	Percent of Enrollment		100%	98%

Second Language Proficiency Examinations

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	19	84%	39	72%	22	68%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	45	82%	52	90%	62	97%

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	#	17	94%
Science	0	0%	3	#	31	71%
Reading	0	0%	3	#	3	#
Writing	0	0%	1	#	3	#
Global Studies	2	#	1	#	1	#
U.S. Hist & Gov't	2	#	1	#	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	16	100%	12	58%	3	#
Science	11	91%	8	100%	4	#
Reading	7	100%	8	100%	10	100%
Writing	7	100%	7	100%	12	100%
Global Studies	4	#	2	#	8	38%
U.S. Hist & Gov't	1	#	0	0%	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	95	97	99	13	14	12
Number Scoring 55–100	87	85	90	8	9	11
Number Scoring 65–100	82	70	75	7	6	8
Number Scoring 85–100	30	43	27	0	2	0
Percentage of Tested Scoring 55–100	92%	88%	91%	62%	64%	92%
Percentage of Tested Scoring 65–100	86%	72%	76%	54%	43%	67%
Percentage of Tested Scoring 85–100	32%	44%	27%	0%	14%	0%
Mathematics A						
Number Tested	0	11	105	0	4	14
Number Scoring 55–100	0	9	78	0	#	5
Number Scoring 65–100	0	9	67	0	#	4
Number Scoring 85–100	0	0	15	0	#	0
Percentage of Tested Scoring 55–100	0%	82%	74%	0%	#	36%
Percentage of Tested Scoring 65–100	0%	82%	64%	0%	#	29%
Percentage of Tested Scoring 85–100	0%	0%	14%	0%	#	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	85	106	93	4	11	9
Number Scoring 55–100	76	99	81	#	9	9
Number Scoring 65–100	67	77	68	#	4	4
Number Scoring 85–100	8	22	16	#	0	0
Percentage of Tested Scoring 55–100	89%	93%	87%	#	82%	100%
Percentage of Tested Scoring 65–100	79%	73%	73%	#	36%	44%
Percentage of Tested Scoring 85–100	9%	21%	17%	#	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	88	86	102	9	15	9
Number Scoring 55–100	85	84	96	9	14	7
Number Scoring 65–100	78	71	94	6	11	7
Number Scoring 85–100	36	23	33	0	2	1
Percentage of Tested Scoring 55–100	97%	98%	94%	100%	93%	78%
Percentage of Tested Scoring 65–100	89%	83%	92%	67%	73%	78%
Percentage of Tested Scoring 85–100	41%	27%	32%	0%	13%	11%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	85	83	73	16	1	2
Number Scoring 55–100	83	83	69	14	#	#
Number Scoring 65–100	73	81	67	11	#	#
Number Scoring 85–100	18	21	17	0	#	#
Percentage of Tested Scoring 55–100	98%	100%	95%	88%	#	#
Percentage of Tested Scoring 65–100	86%	98%	92%	69%	#	#
Percentage of Tested Scoring 85–100	21%	25%	23%	0%	#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	81	73	75	6	2	0
Number Scoring 55–100	79	68	73	5	#	0
Number Scoring 65–100	69	65	69	4	#	0
Number Scoring 85–100	25	26	30	0	#	0
Percentage of Tested Scoring 55–100	98%	93%	97%	83%	#	0%
Percentage of Tested Scoring 65–100	85%	89%	92%	67%	#	0%
Percentage of Tested Scoring 85–100	31%	36%	40%	0%	#	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		42	64		3	1
Number Scoring 55–100		41	60		#	#
Number Scoring 65–100		22	36		#	#
Number Scoring 85–100		1	5		#	#
Percentage of Tested Scoring 55–100		98%	94%		#	#
Percentage of Tested Scoring 65–100		52%	56%		#	#
Percentage of Tested Scoring 85–100		2%	8%		#	#
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	19	21	16	0	0	0
Number Scoring 55–100	17	20	16	0	0	0
Number Scoring 65–100	16	13	15	0	0	0
Number Scoring 85–100	3	2	7	0	0	0
Percentage of Tested Scoring 55–100	89%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	84%	62%	94%	0%	0%	0%
Percentage of Tested Scoring 85–100	16%	10%	44%	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	38	43	30	0	0	0
Number Scoring 55–100	35	42	30	0	0	0
Number Scoring 65–100	32	40	28	0	0	0
Number Scoring 85–100	6	15	8	0	0	0
Percentage of Tested Scoring 55–100	92%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	84%	93%	93%	0%	0%	0%
Percentage of Tested Scoring 85–100	16%	35%	27%	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	112	75	25	16	3	0
Number Scoring 55–100	77	44	17	8	#	0
Number Scoring 65–100	66	34	12	7	#	0
Number Scoring 85–100	20	16	4	0	#	0
Percentage of Tested Scoring 55–100	69%	59%	68%	50%	#	0%
Percentage of Tested Scoring 65–100	59%	45%	48%	44%	#	0%
Percentage of Tested Scoring 85–100	18%	21%	16%	0%	#	0%
Sequential Mathematics, Course III						
Number Tested	46	59	42	0	1	1
Number Scoring 55–100	44	53	36	0	#	#
Number Scoring 65–100	34	50	34	0	#	#
Number Scoring 85–100	11	21	12	0	#	#
Percentage of Tested Scoring 55–100	96%	90%	86%	0%	#	#
Percentage of Tested Scoring 65–100	74%	85%	81%	0%	#	#
Percentage of Tested Scoring 85–100	24%	36%	29%	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	36	100%	145	100%	13	100%
Students with Disabilities	17	94%	10	100%	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	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	64	3%	50%	45%	2%
	Students with Disabilities	11	18%	64%	18%	0%
	All Students	75	5%	52%	41%	1%

(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	81	81	81	14	14	14	95	95	95
Number Scoring 55–64	5	8	4	2	3	0	7	11	4
Number Scoring 65–84	59	42	46	10	8	5	69	50	51
Number Scoring 85–100	10	23	21	0	2	1	10	25	22
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)