

# New York State District Report Card Comprehensive Information Report

BEDS Code: 16-18-01-04-0000

Name: Saint Regis Falls Central School District

Superintendent: Patricia A. Dovi

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	23	17
Kindergarten	20	23	30
First	22	17	20
Second	34	21	21
Third	20	34	25
Fourth	21	20	30
Fifth	32	21	33
Sixth	32	31	20
Ungraded Elementary	0	8	0
Seventh	35	29	30
Eighth	29	31	26
Ninth	27	30	32
Tenth	28	24	32
Eleventh	18	29	23
Twelfth	28	19	25
Ungraded Secondary	0	4	0
Total K-12 Enrollment	346	341	347

## 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	1	0.3%	0	0.0%	0	0.0%
Black (Not Hispanic)	2	0.6%	2	0.6%	2	0.6%
Hispanic	0	0.0%	1	0.3%	1	0.3%
White (Not Hispanic)	343	99.1%	338	99.1%	344	99.1%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	10	12	15
Common Branch	13	16	16
English Grade 8	15	15	9
Mathematics Grade 8	6	15	5
Science Grade 8	15	15	12
Social Studies Grade 8	14	15	12
English Grade 10	0	13	14
Mathematics Grade 10	0	0	16
Science Grade 10	18	0	17
Social Studies Grade 10	13	13	14

(Form – A)

**District Need to Resource Capacity Category**

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

**Similar School Group and Description**

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

	<b>2000–2001</b>		<b>2001–2002</b>		<b>2002–2003</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	0	0.0%	0	0.0%	0	0.0%
<b>Eligible for Free Lunch</b>	116	33.5%	100	29.3%	107	30.8%

**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>		96.2%		95.8%		95.7%
<b>Student Suspensions</b>	29	7.9%	34	9.8%	29	8.5%

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

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	8.4%	7.3%	12.1%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2002–2003</b>
Total Teachers	35
Total Other Professional Staff	4
Total Paraprofessionals	8
Teaching Out of Certification*	1
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	21	10	48%	20	8	40%	21	7	33%
Students with Disabilities	6	1	17%	0	0	0%	3	0	0%
All Students	27	11	41%	20	8	40%	24	7	29%

\*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	10	10	0	2	1	1
Percent	42%	42%	0%	8%	4%	4%

## 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	1	4

\*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			0		1	
	Entered GED Program*			0		0	
	Total Noncompleters			0		1	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	4	4.0%	0	0.0%	1	0.9%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	4	4.0%	0	0.0%	1	0.9%

\*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		50	69
	Number of Students with Disabilities		0	6
	Number of All Students		50	75
	Percent of Enrollment		53%	99%
9-12	Number of General-Education Students		87	65
	Number of Students with Disabilities		13	10
	Number of All Students		100	75
	Percent of Enrollment		96%	67%

## 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	25	92%	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	1	#	0	0%	1	#
Science	0	0%	0	0%	1	#
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	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
Mathematics	0	0%	0	0%	1	#
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
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	17	22	24	0	3	3
Number Scoring 55–100	17	22	23	0	#	#
Number Scoring 65–100	15	18	20	0	#	#
Number Scoring 85–100	3	5	4	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	96%	0%	#	#
Percentage of Tested Scoring 65–100	88%	82%	83%	0%	#	#
Percentage of Tested Scoring 85–100	18%	23%	17%	0%	#	#
<b>Mathematics A</b>						
Number Tested	0	11	38	0	1	2
Number Scoring 55–100	0	9	28	0	#	#
Number Scoring 65–100	0	7	20	0	#	#
Number Scoring 85–100	0	2	3	0	#	#
Percentage of Tested Scoring 55–100	0%	82%	74%	0%	#	#
Percentage of Tested Scoring 65–100	0%	64%	53%	0%	#	#
Percentage of Tested Scoring 85–100	0%	18%	8%	0%	#	#
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	9	0	0	0	0
Number Scoring 55–100	0	8	0	0	0	0
Number Scoring 65–100	0	8	0	0	0	0
Number Scoring 85–100	0	5	0	0	0	0
Percentage of Tested Scoring 55–100	0%	89%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	89%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	56%	0%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	24	22	30	3	3	1
Number Scoring 55–100	24	21	22	#	#	#
Number Scoring 65–100	24	21	20	#	#	#
Number Scoring 85–100	6	3	7	#	#	#
Percentage of Tested Scoring 55–100	100%	95%	73%	#	#	#
Percentage of Tested Scoring 65–100	100%	95%	67%	#	#	#
Percentage of Tested Scoring 85–100	25%	14%	23%	#	#	#
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	17	20	25	0	3	3
Number Scoring 55–100	16	20	25	0	#	#
Number Scoring 65–100	16	19	24	0	#	#
Number Scoring 85–100	6	3	7	0	#	#
Percentage of Tested Scoring 55–100	94%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	94%	95%	96%	0%	#	#
Percentage of Tested Scoring 85–100	35%	15%	28%	0%	#	#

(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	27	19	32	3	3	1
Number Scoring 55–100	25	19	32	#	#	#
Number Scoring 65–100	25	19	30	#	#	#
Number Scoring 85–100	4	4	5	#	#	#
Percentage of Tested Scoring 55–100	93%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	93%	100%	94%	#	#	#
Percentage of Tested Scoring 85–100	15%	21%	16%	#	#	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	27	0	23	3	0	4
Number Scoring 55–100	15	0	23	#	0	#
Number Scoring 65–100	14	0	22	#	0	#
Number Scoring 85–100	2	0	4	#	0	#
Percentage of Tested Scoring 55–100	56%	0%	100%	#	0%	#
Percentage of Tested Scoring 65–100	52%	0%	96%	#	0%	#
Percentage of Tested Scoring 85–100	7%	0%	17%	#	0%	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		10	19		0	0
Number Scoring 55–100		6	16		0	0
Number Scoring 65–100		3	10		0	0
Number Scoring 85–100		1	1		0	0
Percentage of Tested Scoring 55–100		60%	84%		0%	0%
Percentage of Tested Scoring 65–100		30%	53%		0%	0%
Percentage of Tested Scoring 85–100		10%	5%		0%	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	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%
<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	11	11	9	0	0	0
Number Scoring 55–100	11	11	9	0	0	0
Number Scoring 65–100	11	11	9	0	0	0
Number Scoring 85–100	7	6	5	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	64%	55%	56%	0%	0%	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	23	0	4	2	0	0
Number Scoring 55–100	18	0	#	#	0	0
Number Scoring 65–100	12	0	#	#	0	0
Number Scoring 85–100	4	0	#	#	0	0
Percentage of Tested Scoring 55–100	78%	0%	#	#	0%	0%
Percentage of Tested Scoring 65–100	52%	0%	#	#	0%	0%
Percentage of Tested Scoring 85–100	17%	0%	#	#	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	11	0	0	0	0	0
Number Scoring 55–100	8	0	0	0	0	0
Number Scoring 65–100	7	0	0	0	0	0
Number Scoring 85–100	2	0	0	0	0	0
Percentage of Tested Scoring 55–100	73%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	64%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	18%	0%	0%	0%	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	0	0%	41	100%	28	93%
Students with Disabilities	1	#	1	#	4	#

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	20	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	23	9%	9%	70%	13%

## 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	21	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	24	0%	63%	33%	4%

(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	21	21	21	5	5	5	26	26	26
Number Scoring 55–64	0	0	0	0	0	0	0	0	0
Number Scoring 65–84	14	14	17	3	3	3	17	17	20
Number Scoring 85–100	4	3	3	0	0	0	4	3	3
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)