

New York State School Report Card

Comprehensive Information Report

BEDS Code: 09-14-02-06-0005
 Name: Saranac High School
 Principal: Kenneth Cringle

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	151	165	167
Tenth	125	141	161
Eleventh	127	126	143
Twelfth	139	135	138
Ungraded Secondary	35	36	0
Total K-12 Enrollment	577	603	609

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	5	0.9%	4	0.7%	3	0.5%
Black (Not Hispanic)	4	0.7%	4	0.7%	5	0.8%
Hispanic	3	0.5%	3	0.5%	1	0.2%
White (Not Hispanic)	565	97.9%	592	98.2%	600	98.5%

Average Class Size

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

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	78	13.5%	75	12.4%	82	13.5%

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		94.7%		95.5%		94.8%
Student Suspensions	27	4.6%	25	4.3%	64	10.6%

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

	2001-02	2002-03	2003-04
Reduced Lunch	8.3%	7.6%	6.6%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	100%	99%	96%

Staff Counts

Staff	2003-04
Total Teachers	43
Total Other Professional Staff	6
Total Paraprofessionals	NA
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	123	81	66%	120	69	57%	110	76	69%
Students with Disabilities	10	2	20%	7	0	0%	12	2	17%
All Students	133	83	62%	127	69	54%	122	78	64%

*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	45	51	4	2	18	2
Percent	37%	42%	3%	2%	15%	2%

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)
12	2	15	27

*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	7		16		4	0.8%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	7		16		4	0.8%
Students with Disabilities	Dropped Out	1		4		3	2.7%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	1		4		3	2.7%
All Students	Dropped Out	8	1.4%	20	3.3%	7	1.1%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	8	1.4%	20	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	411	517	520
	Number of Students with Disabilities	76	50	89
	Number of All Students	487	567	609
	Percent of Enrollment	84%	94%	100%

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	65	82%	58	88%	76	92%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	57	91%	50	100%	65	86%

Students with Disabilities

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

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	37	68%	30	63%	22	77%
Science	20	55%	27	56%	24	54%
Reading	9	89%	16	100%	15	93%
Writing	9	100%	17	94%	15	80%
Global Studies	6	17%	17	35%	16	31%
U.S. Hist & Gov't	1	#	10	30%	10	60%

(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	136	130	137	11	11	14
Number Scoring 55–100	125	123	126	7	9	6
Number Scoring 65–100	112	109	109	5	4	1
Number Scoring 85–100	28	34	40	1	0	0
Percentage of Tested Scoring 55–100	92%	95%	92%	64%	82%	43%
Percentage of Tested Scoring 65–100	82%	84%	80%	45%	36%	7%
Percentage of Tested Scoring 85–100	21%	26%	29%	9%	0%	0%
Mathematics A						
Number Tested	39	126	169	6	3	13
Number Scoring 55–100	27	107	167	1	#	12
Number Scoring 65–100	13	96	152	0	#	5
Number Scoring 85–100	0	19	41	0	#	1
Percentage of Tested Scoring 55–100	69%	85%	99%	17%	#	92%
Percentage of Tested Scoring 65–100	33%	76%	90%	0%	#	38%
Percentage of Tested Scoring 85–100	0%	15%	24%	0%	#	8%
Mathematics B						
Number Tested	0	0	51	0	0	0
Number Scoring 55–100	0	0	43	0	0	0
Number Scoring 65–100	0	0	37	0	0	0
Number Scoring 85–100	0	0	8	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	84%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	73%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	16%	0%	0%	0%
Global History and Geography						
Number Tested	125	143	153	12	17	18
Number Scoring 55–100	119	134	144	9	13	15
Number Scoring 65–100	109	126	127	6	9	10
Number Scoring 85–100	19	43	56	0	1	1
Percentage of Tested Scoring 55–100	95%	94%	94%	75%	76%	83%
Percentage of Tested Scoring 65–100	87%	88%	83%	50%	53%	56%
Percentage of Tested Scoring 85–100	15%	30%	37%	0%	6%	6%
U.S. History and Government						
Number Tested	145	128	131	14	12	12
Number Scoring 55–100	141	125	119	13	11	7
Number Scoring 65–100	119	122	111	7	10	7
Number Scoring 85–100	51	59	65	2	2	1
Percentage of Tested Scoring 55–100	97%	98%	91%	93%	92%	58%
Percentage of Tested Scoring 65–100	82%	95%	85%	50%	83%	58%
Percentage of Tested Scoring 85–100	35%	46%	50%	14%	17%	8%

(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	118	127	128	5	6	9
Number Scoring 55–100	118	126	128	5	6	9
Number Scoring 65–100	117	124	125	5	6	9
Number Scoring 85–100	51	48	50	2	0	2
Percentage of Tested Scoring 55–100	100%	99%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	99%	98%	98%	100%	100%	100%
Percentage of Tested Scoring 85–100	43%	38%	39%	40%	0%	22%
Physical Setting/Earth Science						
Number Tested	144	158	138	11	16	11
Number Scoring 55–100	139	153	120	9	14	7
Number Scoring 65–100	123	136	92	8	8	2
Number Scoring 85–100	49	51	33	1	1	0
Percentage of Tested Scoring 55–100	97%	97%	87%	82%	88%	64%
Percentage of Tested Scoring 65–100	85%	86%	67%	73%	50%	18%
Percentage of Tested Scoring 85–100	34%	32%	24%	9%	6%	0%
Physical Setting/Chemistry						
Number Tested	88	88	87	1	2	0
Number Scoring 55–100	86	84	86	#	#	0
Number Scoring 65–100	74	69	76	#	#	0
Number Scoring 85–100	15	14	27	#	#	0
Percentage of Tested Scoring 55–100	98%	95%	99%	#	#	0%
Percentage of Tested Scoring 65–100	84%	78%	87%	#	#	0%
Percentage of Tested Scoring 85–100	17%	16%	31%	#	#	0%
Physical Setting/Physics						
Number Tested			44			0
Number Scoring 55–100			34			0
Number Scoring 65–100			28			0
Number Scoring 85–100			7			0
Percentage of Tested Scoring 55–100			77%			0%
Percentage of Tested Scoring 65–100			64%			0%
Percentage of Tested Scoring 85–100			16%			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	43	48	47	1	0	0
Number Scoring 55–100	42	48	46	#	0	0
Number Scoring 65–100	39	48	45	#	0	0
Number Scoring 85–100	8	20	20	#	0	0
Percentage of Tested Scoring 55–100	98%	100%	98%	#	0%	0%
Percentage of Tested Scoring 65–100	91%	100%	96%	#	0%	0%
Percentage of Tested Scoring 85–100	19%	42%	43%	#	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	35	36	44	1	1	0
Number Scoring 55–100	35	36	44	#	#	0
Number Scoring 65–100	35	36	44	#	#	0
Number Scoring 85–100	24	28	38	#	#	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	69%	78%	86%	#	#	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	52	54	1	0	0	0
Number Scoring 55–100	45	48	#	0	0	0
Number Scoring 65–100	45	46	#	0	0	0
Number Scoring 85–100	19	21	#	0	0	0
Percentage of Tested Scoring 55–100	87%	89%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	87%	85%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	37%	39%	#	0%	0%	0%

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	64	100%	49	96%	52	96%
Students with Disabilities	19	89%	20	80%	24	75%

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	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 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	117	117	117	20	20	20	137	137	137
Number Scoring 55–64	1	2	1	4	1	1	5	3	2
Number Scoring 65–84	90	47	60	4	7	4	94	54	64
Number Scoring 85–100	19	58	52	0	0	1	19	58	53
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)