

New York State School Report Card

Comprehensive Information Report

BEDS Code: 15-14-01-04-0001
 Name: Schroon Lake Central School
 Principal: Michael Bonnewell

Grade Range : K-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	19	12	15
First	18	21	15
Second	24	15	23
Third	23	26	20
Fourth	20	21	27
Fifth	25	19	25
Sixth	22	23	21
Ungraded Elementary	0	0	0
Seventh	19	26	29
Eighth	25	23	24
Ninth	20	24	25
Tenth	25	25	28
Eleventh	26	25	26
Twelfth	13	23	28
Ungraded Secondary	0	0	0
Total K-12 Enrollment	279	283	306

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	0	0.0%	0	0.0%	2	0.7%
Black (Not Hispanic)	2	0.7%	0	0.0%	0	0.0%
Hispanic	1	0.4%	1	0.4%	1	0.3%
White (Not Hispanic)	276	98.9%	282	99.6%	303	99.0%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	12	15
Common Branch	22	21	21
English Grade 8	13	12	12
Mathematics Grade 8	13	10	12
Science Grade 8	13	14	24
Social Studies Grade 8	12	12	24
English Grade 10	12	13	14
Mathematics Grade 10	8	12	13
Science Grade 10	14	9	13
Social Studies Grade 10	12	12	16

(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
64	All schools in this group serve students from Kindergarten through Grade 12. Schoolwide measures like Attendance Rate are compared with all other schools in this group. Test results for schools in this group are compared with schools from comparable districts; elementary level schools for grades K-4, middle level schools for grades 5-8, and secondary schools for grades 9-12.

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	54	19.4%	69	24.4%	71	23.2%

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		95.3%		95.4%		95.3%
Student Suspensions	14	4.7%	5	1.8%	10	3.5%

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

	2001-02	2002-03	2003-04
Reduced Lunch	12.5%	12.0%	14.4%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	92%	100%	89%

Staff Counts

Staff	2003-04
Total Teachers	28
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching Out of Certification*	1

*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	14	9	64%	21	11	52%	24	18	75%
Students with Disabilities	0	0	0%	1	0	0%	2	1	50%
All Students	14	9	64%	22	11	50%	26	19	73%

*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	10	11	1	1	2	1
Percent	38%	42%	4%	4%	8%	4%

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)
2	1	0	2

*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	1		0		1	1.1%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	1		0		1	1.1%
Students with Disabilities	Dropped Out	0		0		0	0.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		0		0	0.0%
All Students	Dropped Out	1	1.2%	0	0.0%	1	1.0%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	1	1.2%	0	0.0%	1	1.0%

*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)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	23	87%
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%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%

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	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%	1	#
U.S. Hist & Gov't	1	#	0	0%	1	#

Students with Disabilities

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

(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	24	0	27	1	0	2
Number Scoring 55-100	23	0	25	#	0	#
Number Scoring 65-100	23	0	20	#	0	#
Number Scoring 85-100	5	0	6	#	0	#
Percentage of Tested Scoring 55-100	96%	0%	93%	#	0%	#
Percentage of Tested Scoring 65-100	96%	0%	74%	#	0%	#
Percentage of Tested Scoring 85-100	21%	0%	22%	#	0%	#
Mathematics A						
Number Tested	26	0	39	2	0	1
Number Scoring 55-100	23	0	39	#	0	#
Number Scoring 65-100	18	0	35	#	0	#
Number Scoring 85-100	4	0	11	#	0	#
Percentage of Tested Scoring 55-100	88%	0%	100%	#	0%	#
Percentage of Tested Scoring 65-100	69%	0%	90%	#	0%	#
Percentage of Tested Scoring 85-100	15%	0%	28%	#	0%	#
Mathematics B						
Number Tested	0	0	12	0	0	0
Number Scoring 55-100	0	0	11	0	0	0
Number Scoring 65-100	0	0	10	0	0	0
Number Scoring 85-100	0	0	3	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	92%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	83%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	25%	0%	0%	0%
Global History and Geography						
Number Tested	25	0	40	2	0	2
Number Scoring 55-100	23	0	37	#	0	#
Number Scoring 65-100	21	0	31	#	0	#
Number Scoring 85-100	3	0	11	#	0	#
Percentage of Tested Scoring 55-100	92%	0%	93%	#	0%	#
Percentage of Tested Scoring 65-100	84%	0%	78%	#	0%	#
Percentage of Tested Scoring 85-100	12%	0%	28%	#	0%	#
U.S. History and Government						
Number Tested	25	0	24	1	0	2
Number Scoring 55-100	22	0	22	#	0	#
Number Scoring 65-100	20	0	19	#	0	#
Number Scoring 85-100	6	0	9	#	0	#
Percentage of Tested Scoring 55-100	88%	0%	92%	#	0%	#
Percentage of Tested Scoring 65-100	80%	0%	79%	#	0%	#
Percentage of Tested Scoring 85-100	24%	0%	38%	#	0%	#

(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	26	0	25	2	0	1
Number Scoring 55–100	26	0	24	#	0	#
Number Scoring 65–100	26	0	23	#	0	#
Number Scoring 85–100	14	0	11	#	0	#
Percentage of Tested Scoring 55–100	100%	0%	96%	#	0%	#
Percentage of Tested Scoring 65–100	100%	0%	92%	#	0%	#
Percentage of Tested Scoring 85–100	54%	0%	44%	#	0%	#
Physical Setting/Earth Science						
Number Tested	19	0	24	1	0	5
Number Scoring 55–100	19	0	20	#	0	2
Number Scoring 65–100	18	0	15	#	0	0
Number Scoring 85–100	7	0	5	#	0	0
Percentage of Tested Scoring 55–100	100%	0%	83%	#	0%	40%
Percentage of Tested Scoring 65–100	95%	0%	62%	#	0%	0%
Percentage of Tested Scoring 85–100	37%	0%	21%	#	0%	0%
Physical Setting/Chemistry						
Number Tested	14	0	14	0	0	0
Number Scoring 55–100	13	0	13	0	0	0
Number Scoring 65–100	9	0	12	0	0	0
Number Scoring 85–100	3	0	6	0	0	0
Percentage of Tested Scoring 55–100	93%	0%	93%	0%	0%	0%
Percentage of Tested Scoring 65–100	64%	0%	86%	0%	0%	0%
Percentage of Tested Scoring 85–100	21%	0%	43%	0%	0%	0%
Physical Setting/Physics						
Number Tested			0			0
Number Scoring 55–100			0			0
Number Scoring 65–100			0			0
Number Scoring 85–100			0			0
Percentage of Tested Scoring 55–100			0%			0%
Percentage of Tested Scoring 65–100			0%			0%
Percentage of Tested Scoring 85–100			0%			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	15	0	10	0	0	0
Number Scoring 55–100	15	0	10	0	0	0
Number Scoring 65–100	15	0	10	0	0	0
Number Scoring 85–100	4	0	7	0	0	0
Percentage of Tested Scoring 55–100	100%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	27%	0%	70%	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	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 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	10	0	2	0	0	0
Number Scoring 55–100	10	0	#	0	0	0
Number Scoring 65–100	8	0	#	0	0	0
Number Scoring 85–100	5	0	#	0	0	0
Percentage of Tested Scoring 55–100	100%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	80%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	50%	0%	#	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	5	100%	0	0%	3	#
Students with Disabilities	1	#	0	0%	2	#

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	21	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	25	4%	8%	60%	28%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	23	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	26	0%	42%	50%	8%

(Form – I)

New York State Alternate Assessments (NYSAA)

2003–04

	Count of Students					
Test	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	26	26	26	3	3	3	29	29	29
Number Scoring 55–64	#	#	#	#	#	#	1	1	1
Number Scoring 65–84	#	#	#	#	#	#	21	15	11
Number Scoring 85–100	#	#	#	#	#	#	4	11	15
Approved Alternatives	#	#	#	#	#	#	1	0	0

(Form – J)