

New York State District Report Card

Comprehensive Information Report

BEDS Code: 15-15-01-06-0000
 Name: Ticonderoga Central School District
 Superintendent: John C. McDonald, Jr.

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	82	90	91
First	65	62	75
Second	71	67	64
Third	63	69	62
Fourth	53	67	70
Fifth	92	52	66
Sixth	76	96	61
Ungraded Elementary	0	0	0
Seventh	94	81	112
Eighth	93	87	78
Ninth	111	104	93
Tenth	108	110	98
Eleventh	99	104	104
Twelfth	90	108	104
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1097	1097	1078

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	12	1.1%	12	1.1%	11	1.0%
Black (Not Hispanic)	4	0.4%	4	0.4%	3	0.3%
Hispanic	4	0.4%	7	0.6%	6	0.6%
White (Not Hispanic)	1077	98.2%	1074	97.9%	1058	98.1%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	17	20	19
Common Branch	19	18	19
English Grade 8	23	21	19
Mathematics Grade 8	28	18	19
Science Grade 8	0	0	19
Social Studies Grade 8	0	0	19
English Grade 10	21	22	20
Mathematics Grade 10	0	9	16
Science Grade 10	19	23	20
Social Studies Grade 10	18	24	17

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high 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	1	0.1%	0	0.0%	0	0.0%
Eligible for Free Lunch	365	33.3%	337	30.7%	361	33.6%

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		94.8%		95.1%		94.4%
Student Suspensions	29	2.7%	35	3.2%	22	2.0%

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

	2001-02	2002-03	2003-04
Reduced Lunch	13.8%	17.4%	14.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	94
Total Other Professional Staff	13
Total Paraprofessionals	34
Teaching Out of Certification*	3

*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	73	51	70%	90	62	69%	80	63	79%
Students with Disabilities	0	0	0%	4	0	0%	9	1	11%
All Students	73	51	70%	94	62	66%	89	64	72%

*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	41	21	5	8	10	4
Percent	46%	24%	6%	9%	11%	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)
9	1	0	9

*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	16		5		14	4.1%
	Entered GED Program*	0		1		0	0.0%
	Total Noncompleters	16		6		14	4.1%
Students with Disabilities	Dropped Out	2		1		7	13.2%
	Entered GED Program*	1		1		0	0.0%
	Total Noncompleters	3		2		7	13.2%
All Students	Dropped Out	18	4.4%	6	1.4%	21	5.3%
	Entered GED Program*	1	0.2%	2	0.5%	0	0.0%
	Total Noncompleters	19	4.7%	8	1.9%	21	5.3%

*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	75	81	68
	Number of Students with Disabilities	18	6	10
	Number of All Students	93	87	78
	Percent of Enrollment	35%	33%	31%
9–12	Number of General-Education Students	408	371	355
	Number of Students with Disabilities	0	54	44
	Number of All Students	408	425	399
	Percent of Enrollment	100%	100%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	80		
Completed and Passed Regents Exams	80	100%	77%
Completed and had Course Average of 75% or More	67	84%	81%
Completed and Attained a HS Diploma or Equivalent	80	100%	96%
Completed and Whose Status is Known	74		
Completed and Were Successfully Placed	70	95%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	7	5%	30%
Underrepresented Gender Members Who Completed	6	38%	19%

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	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%

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	1	#	1	#	0	0%
Science	2	#	0	0%	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	2	#	0	0%
U.S. Hist & Gov't	0	0%	1	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	2	#	17	82%
Science	3	#	5	40%	11	82%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	14	43%	0	0%
U.S. Hist & Gov't	0	0%	7	14%	7	57%

(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	98	98	100	4	9	15
Number Scoring 55–100	96	89	97	#	8	13
Number Scoring 65–100	89	85	87	#	6	9
Number Scoring 85–100	37	43	41	#	0	1
Percentage of Tested Scoring 55–100	98%	91%	97%	#	89%	87%
Percentage of Tested Scoring 65–100	91%	87%	87%	#	67%	60%
Percentage of Tested Scoring 85–100	38%	44%	41%	#	0%	7%
Mathematics A						
Number Tested	85	104	98	4	12	9
Number Scoring 55–100	77	88	93	#	6	5
Number Scoring 65–100	72	79	90	#	3	4
Number Scoring 85–100	26	46	69	#	2	1
Percentage of Tested Scoring 55–100	91%	85%	95%	#	50%	56%
Percentage of Tested Scoring 65–100	85%	76%	92%	#	25%	44%
Percentage of Tested Scoring 85–100	31%	44%	70%	#	17%	11%
Mathematics B						
Number Tested	0	51	68	0	2	2
Number Scoring 55–100	0	22	52	0	#	#
Number Scoring 65–100	0	18	43	0	#	#
Number Scoring 85–100	0	1	15	0	#	#
Percentage of Tested Scoring 55–100	0%	43%	76%	0%	#	#
Percentage of Tested Scoring 65–100	0%	35%	63%	0%	#	#
Percentage of Tested Scoring 85–100	0%	2%	22%	0%	#	#
Global History and Geography						
Number Tested	97	122	116	10	23	14
Number Scoring 55–100	86	99	100	4	13	9
Number Scoring 65–100	73	86	81	1	8	3
Number Scoring 85–100	25	24	32	0	2	0
Percentage of Tested Scoring 55–100	89%	81%	86%	40%	57%	64%
Percentage of Tested Scoring 65–100	75%	70%	70%	10%	35%	21%
Percentage of Tested Scoring 85–100	26%	20%	28%	0%	9%	0%
U.S. History and Government						
Number Tested	93	106	92	3	9	18
Number Scoring 55–100	88	98	85	#	3	14
Number Scoring 65–100	71	94	76	#	2	8
Number Scoring 85–100	26	35	29	#	0	2
Percentage of Tested Scoring 55–100	95%	92%	92%	#	33%	78%
Percentage of Tested Scoring 65–100	76%	89%	83%	#	22%	44%
Percentage of Tested Scoring 85–100	28%	33%	32%	#	0%	11%

(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	104	93	109	6	15	13
Number Scoring 55–100	103	88	104	6	11	9
Number Scoring 65–100	96	85	96	5	10	8
Number Scoring 85–100	33	27	41	0	3	0
Percentage of Tested Scoring 55–100	99%	95%	95%	100%	73%	69%
Percentage of Tested Scoring 65–100	92%	91%	88%	83%	67%	62%
Percentage of Tested Scoring 85–100	32%	29%	38%	0%	20%	0%
Physical Setting/Earth Science						
Number Tested	76	92	90	9	6	10
Number Scoring 55–100	69	80	85	7	4	8
Number Scoring 65–100	54	72	75	4	2	5
Number Scoring 85–100	17	27	12	1	0	0
Percentage of Tested Scoring 55–100	91%	87%	94%	78%	67%	80%
Percentage of Tested Scoring 65–100	71%	78%	83%	44%	33%	50%
Percentage of Tested Scoring 85–100	22%	29%	13%	11%	0%	0%
Physical Setting/Chemistry						
Number Tested	44	54	41	0	1	3
Number Scoring 55–100	44	50	35	0	#	#
Number Scoring 65–100	30	40	28	0	#	#
Number Scoring 85–100	3	7	0	0	#	#
Percentage of Tested Scoring 55–100	100%	93%	85%	0%	#	#
Percentage of Tested Scoring 65–100	68%	74%	68%	0%	#	#
Percentage of Tested Scoring 85–100	7%	13%	0%	0%	#	#
Physical Setting/Physics						
Number Tested			15			0
Number Scoring 55–100			13			0
Number Scoring 65–100			12			0
Number Scoring 85–100			2			0
Percentage of Tested Scoring 55–100			87%			0%
Percentage of Tested Scoring 65–100			80%			0%
Percentage of Tested Scoring 85–100			13%			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	14	56	42	0	1	0
Number Scoring 55–100	14	54	42	0	#	0
Number Scoring 65–100	12	44	42	0	#	0
Number Scoring 85–100	3	14	16	0	#	0
Percentage of Tested Scoring 55–100	100%	96%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	86%	79%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	21%	25%	38%	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	36	46	26	0	0	1
Number Scoring 55–100	36	46	26	0	0	#
Number Scoring 65–100	36	46	24	0	0	#
Number Scoring 85–100	22	25	15	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	100%	92%	0%	0%	#
Percentage of Tested Scoring 85–100	61%	54%	58%	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	47	8	0	0	0	0
Number Scoring 55–100	42	7	0	0	0	0
Number Scoring 65–100	41	6	0	0	0	0
Number Scoring 85–100	23	0	0	0	0	0
Percentage of Tested Scoring 55–100	89%	88%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	87%	75%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	49%	0%	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	23	100%	22	82%	44	98%
Students with Disabilities	6	83%	5	100%	11	82%

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	52	2%	4%	62%	33%
	Students with Disabilities	12	17%	0%	83%	0%
	All Students	64	5%	3%	66%	27%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	70	0%	57%	36%	7%
	Students with Disabilities	11	18%	73%	9%	0%
	All Students	81	2%	59%	32%	6%

(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	88	88	88	10	10	10	98	98	98
Number Scoring 55–64	2	2	2	5	4	3	7	6	5
Number Scoring 65–84	53	49	49	4	1	7	57	50	56
Number Scoring 85–100	24	30	32	0	0	0	24	30	32
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)