

New York State School Report Card

Comprehensive Information Report

BEDS Code: 16-01-01-06-0001
 Name: Tupper Lake Middle-High School
 Principal: Pamela Martin

Grade Range : 7-12

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	82	102	92
Eighth	101	79	105
Ninth	97	99	75
Tenth	105	95	101
Eleventh	104	101	91
Twelfth	95	92	102
Ungraded Secondary	0	0	0
Total K-12 Enrollment	584	568	566

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	9	1.5%	8	1.4%	15	2.7%
Black (Not Hispanic)	5	0.9%	7	1.2%	4	0.7%
Hispanic	0	0.0%	1	0.2%	0	0.0%
White (Not Hispanic)	570	97.6%	552	97.2%	547	96.6%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	19	18	21
Mathematics Grade 8	19	19	19
Science Grade 8	19	19	20
Social Studies Grade 8	19	0	0
English Grade 10	24	21	20
Mathematics Grade 10	21	19	14
Science Grade 10	24	8	19
Social Studies Grade 10	20	15	17

(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	1	0.2%	0	0.0%	0	0.0%
Eligible for Free Lunch	67	11.5%	74	13.2%	71	12.5%

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		95.8%		95.2%		94.4%
Student Suspensions	66	11.3%	50	8.6%	61	10.9%

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

	2001-02	2002-03	2003-04
Reduced Lunch	7.7%	7.0%	7.4%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	101%	95%

Staff Counts

Staff	2003-04
Total Teachers	45
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	5

*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	71	50	70%	69	44	64%	84	51	61%
Students with Disabilities	7	1	14%	14	3	21%	10	0	0%
All Students	78	51	65%	83	47	57%	94	51	54%

*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	36	39	1	2	14	2
Percent	38%	41%	1%	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)
10	0	0	10

*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	3		4		3	0.9%
	Entered GED Program*	0		0		4	1.2%
	Total Noncompleters	3		4		7	2.1%
Students with Disabilities	Dropped Out	0		0		2	7.7%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		0		2	7.7%
All Students	Dropped Out	3	0.7%	4	1.0%	5	1.4%
	Entered GED Program*	0	0.0%	0	0.0%	4	1.1%
	Total Noncompleters	3	0.7%	4	1.0%	9	2.5%

*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	158	146	172
	Number of Students with Disabilities	25	34	25
	Number of All Students	183	180	197
	Percent of Enrollment	100%	99%	100%
9–12	Number of General-Education Students	352	321	321
	Number of Students with Disabilities	50	60	48
	Number of All Students	402	381	369
	Percent of Enrollment	100%	98%	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	39	72%	22	68%	18	94%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	52	90%	62	97%	61	66%

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	#	17	94%	14	93%
Science	3	#	31	71%	15	73%
Reading	3	#	3	#	3	#
Writing	1	#	3	#	4	#
Global Studies	1	#	1	#	2	#
U.S. Hist & Gov't	1	#	1	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	12	58%	3	#	1	#
Science	8	100%	4	#	0	0%
Reading	8	100%	10	100%	10	90%
Writing	7	100%	12	100%	10	100%
Global Studies	2	#	8	38%	3	#
U.S. Hist & Gov't	0	0%	2	#	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	97	99	99	14	12	9
Number Scoring 55–100	85	90	91	9	11	4
Number Scoring 65–100	70	75	83	6	8	3
Number Scoring 85–100	43	27	38	2	0	0
Percentage of Tested Scoring 55–100	88%	91%	92%	64%	92%	44%
Percentage of Tested Scoring 65–100	72%	76%	84%	43%	67%	33%
Percentage of Tested Scoring 85–100	44%	27%	38%	14%	0%	0%
Mathematics A						
Number Tested	11	105	108	4	14	3
Number Scoring 55–100	9	78	107	#	5	#
Number Scoring 65–100	9	67	100	#	4	#
Number Scoring 85–100	0	15	9	#	0	#
Percentage of Tested Scoring 55–100	82%	74%	99%	#	36%	#
Percentage of Tested Scoring 65–100	82%	64%	93%	#	29%	#
Percentage of Tested Scoring 85–100	0%	14%	8%	#	0%	#
Mathematics B						
Number Tested	0	0	43	0	0	0
Number Scoring 55–100	0	0	38	0	0	0
Number Scoring 65–100	0	0	32	0	0	0
Number Scoring 85–100	0	0	5	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	88%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	74%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	12%	0%	0%	0%
Global History and Geography						
Number Tested	106	93	99	11	9	1
Number Scoring 55–100	99	81	85	9	9	#
Number Scoring 65–100	77	68	76	4	4	#
Number Scoring 85–100	22	16	24	0	0	#
Percentage of Tested Scoring 55–100	93%	87%	86%	82%	100%	#
Percentage of Tested Scoring 65–100	73%	73%	77%	36%	44%	#
Percentage of Tested Scoring 85–100	21%	17%	24%	0%	0%	#
U.S. History and Government						
Number Tested	86	102	81	15	9	10
Number Scoring 55–100	84	96	78	14	7	10
Number Scoring 65–100	71	94	73	11	7	9
Number Scoring 85–100	23	33	37	2	1	1
Percentage of Tested Scoring 55–100	98%	94%	96%	93%	78%	100%
Percentage of Tested Scoring 65–100	83%	92%	90%	73%	78%	90%
Percentage of Tested Scoring 85–100	27%	32%	46%	13%	11%	10%

(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	83	73	93	1	2	0
Number Scoring 55–100	83	69	89	#	#	0
Number Scoring 65–100	81	67	82	#	#	0
Number Scoring 85–100	21	17	22	#	#	0
Percentage of Tested Scoring 55–100	100%	95%	96%	#	#	0%
Percentage of Tested Scoring 65–100	98%	92%	88%	#	#	0%
Percentage of Tested Scoring 85–100	25%	23%	24%	#	#	0%
Physical Setting/Earth Science						
Number Tested	73	75	57	2	0	0
Number Scoring 55–100	68	73	50	#	0	0
Number Scoring 65–100	65	69	46	#	0	0
Number Scoring 85–100	26	30	19	#	0	0
Percentage of Tested Scoring 55–100	93%	97%	88%	#	0%	0%
Percentage of Tested Scoring 65–100	89%	92%	81%	#	0%	0%
Percentage of Tested Scoring 85–100	36%	40%	33%	#	0%	0%
Physical Setting/Chemistry						
Number Tested	42	64	48	3	1	2
Number Scoring 55–100	41	60	43	#	#	#
Number Scoring 65–100	22	36	35	#	#	#
Number Scoring 85–100	1	5	7	#	#	#
Percentage of Tested Scoring 55–100	98%	94%	90%	#	#	#
Percentage of Tested Scoring 65–100	52%	56%	73%	#	#	#
Percentage of Tested Scoring 85–100	2%	8%	15%	#	#	#
Physical Setting/Physics						
Number Tested			12			0
Number Scoring 55–100			10			0
Number Scoring 65–100			8			0
Number Scoring 85–100			1			0
Percentage of Tested Scoring 55–100			83%			0%
Percentage of Tested Scoring 65–100			67%			0%
Percentage of Tested Scoring 85–100			8%			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	21	16	24	0	0	0
Number Scoring 55–100	20	16	24	0	0	0
Number Scoring 65–100	13	15	24	0	0	0
Number Scoring 85–100	2	7	14	0	0	0
Percentage of Tested Scoring 55–100	95%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	62%	94%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	10%	44%	58%	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	43	30	35	0	0	0
Number Scoring 55–100	42	30	35	0	0	0
Number Scoring 65–100	40	28	35	0	0	0
Number Scoring 85–100	15	8	10	0	0	0
Percentage of Tested Scoring 55–100	98%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	93%	93%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	35%	27%	29%	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	59	42	0	1	1	0
Number Scoring 55–100	53	36	0	#	#	0
Number Scoring 65–100	50	34	0	#	#	0
Number Scoring 85–100	21	12	0	#	#	0
Percentage of Tested Scoring 55–100	90%	86%	0%	#	#	0%
Percentage of Tested Scoring 65–100	85%	81%	0%	#	#	0%
Percentage of Tested Scoring 85–100	36%	29%	0%	#	#	0%

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	145	100%	13	100%	3	#
Students with Disabilities	10	100%	5	100%	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	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	81	6%	49%	38%	6%
	Students with Disabilities	15	53%	33%	13%	0%
	All Students	96	14%	47%	34%	5%

(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	2	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	85	85	85	12	12	12	97	97	97
Number Scoring 55–64	8	4	1	4	0	1	12	4	2
Number Scoring 65–84	51	48	48	4	7	3	55	55	51
Number Scoring 85–100	20	30	29	0	1	0	20	31	29
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)