

# New York State District Report Card Comprehensive Information Report

BEDS Code: 41-16-03-04-0000  
 Name: Sauquoit Valley Central School District  
 Superintendent: Deborah S. Flack

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	81	80	72
First	81	73	81
Second	94	89	75
Third	107	99	91
Fourth	93	109	103
Fifth	98	90	104
Sixth	107	100	96
Ungraded Elementary	0	0	0
Seventh	120	113	114
Eighth	101	117	108
Ninth	111	100	125
Tenth	118	114	100
Eleventh	103	109	112
Twelfth	110	105	112
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1324	1298	1293

## 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	0.9%	7	0.5%	13	1.0%
Black (Not Hispanic)	11	0.8%	10	0.8%	21	1.6%
Hispanic	5	0.4%	5	0.4%	4	0.3%
White (Not Hispanic)	1296	97.9%	1276	98.3%	1255	97.1%

## Average Class Size

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

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average 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>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	0	0.0%	0	0.0%	2	0.2%
<b>Eligible for Free Lunch</b>	245	18.5%	197	15.2%	202	15.6%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</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>		95.9%		96.5%		95.5%
<b>Student Suspensions</b>	27	2.0%	30	2.3%	27	2.1%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	6.1%	7.0%	8.4%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	87
Total Other Professional Staff	12
Total Paraprofessionals	28
Teaching Out of Certification*	4

\*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	95	69	73%	91	90	99%	92	71	77%
Students with Disabilities	2	1	50%	8	7	88%	7	4	57%
All Students	97	70	72%	99	97	98%	99	75	76%

\*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	38	44	0	2	8	7
Percent	38%	44%	0%	2%	8%	7%

## 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)
7	4	2	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	3		2		2	0.5%
	Entered GED Program*	1		7		3	0.7%
	Total Noncompleters	4		9		5	1.2%
Students with Disabilities	Dropped Out	1		0		1	2.2%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	1		0		1	2.2%
All Students	Dropped Out	4	0.9%	2	0.5%	3	0.7%
	Entered GED Program*	1	0.2%	7	1.6%	3	0.7%
	Total Noncompleters	5	1.1%	9	2.1%	6	1.3%

\*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)

# 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%	29	100%
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%	74	73%

## 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%	1	#
Science	0	0%	0	0%	0	0%
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%	1	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	0	0%	1	#
Science	0	0%	0	0%	6	33%
Reading	0	0%	0	0%	2	#
Writing	0	0%	2	#	2	#
Global Studies	0	0%	0	0%	3	#
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
<b>Comprehensive English</b>						
Number Tested	100	112	119	9	10	5
Number Scoring 55-100	97	107	115	7	9	5
Number Scoring 65-100	94	103	109	6	8	3
Number Scoring 85-100	39	70	70	0	4	0
Percentage of Tested Scoring 55-100	97%	96%	97%	78%	90%	100%
Percentage of Tested Scoring 65-100	94%	92%	92%	67%	80%	60%
Percentage of Tested Scoring 85-100	39%	62%	59%	0%	40%	0%
<b>Mathematics A</b>						
Number Tested	63	140	103	3	8	8
Number Scoring 55-100	59	123	102	#	7	8
Number Scoring 65-100	56	112	97	#	5	7
Number Scoring 85-100	39	30	32	#	0	1
Percentage of Tested Scoring 55-100	94%	88%	99%	#	88%	100%
Percentage of Tested Scoring 65-100	89%	80%	94%	#	62%	88%
Percentage of Tested Scoring 85-100	62%	21%	31%	#	0%	12%
<b>Mathematics B</b>						
Number Tested	0	55	88	0	1	4
Number Scoring 55-100	0	47	66	0	#	#
Number Scoring 65-100	0	45	56	0	#	#
Number Scoring 85-100	0	10	10	0	#	#
Percentage of Tested Scoring 55-100	0%	85%	75%	0%	#	#
Percentage of Tested Scoring 65-100	0%	82%	64%	0%	#	#
Percentage of Tested Scoring 85-100	0%	18%	11%	0%	#	#
<b>Global History and Geography</b>						
Number Tested	117	94	116	12	9	8
Number Scoring 55-100	101	88	104	9	8	4
Number Scoring 65-100	87	72	89	7	5	3
Number Scoring 85-100	28	18	35	0	0	0
Percentage of Tested Scoring 55-100	86%	94%	90%	75%	89%	50%
Percentage of Tested Scoring 65-100	74%	77%	77%	58%	56%	38%
Percentage of Tested Scoring 85-100	24%	19%	30%	0%	0%	0%
<b>U.S. History and Government</b>						
Number Tested	104	88	123	7	8	7
Number Scoring 55-100	98	84	118	4	7	5
Number Scoring 65-100	87	81	109	3	6	4
Number Scoring 85-100	38	47	75	0	3	2
Percentage of Tested Scoring 55-100	94%	95%	96%	57%	88%	71%
Percentage of Tested Scoring 65-100	84%	92%	89%	43%	75%	57%
Percentage of Tested Scoring 85-100	37%	53%	61%	0%	38%	29%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	123	119	108	11	8	12
Number Scoring 55-100	122	114	100	11	8	7
Number Scoring 65-100	114	107	91	10	8	5
Number Scoring 85-100	43	28	21	2	0	0
Percentage of Tested Scoring 55-100	99%	96%	93%	100%	100%	58%
Percentage of Tested Scoring 65-100	93%	90%	84%	91%	100%	42%
Percentage of Tested Scoring 85-100	35%	24%	19%	18%	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	89	98	123	5	7	8
Number Scoring 55-100	81	91	113	4	6	4
Number Scoring 65-100	72	85	96	2	5	2
Number Scoring 85-100	20	37	41	0	0	0
Percentage of Tested Scoring 55-100	91%	93%	92%	80%	86%	50%
Percentage of Tested Scoring 65-100	81%	87%	78%	40%	71%	25%
Percentage of Tested Scoring 85-100	22%	38%	33%	0%	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	74	64	82	0	2	0
Number Scoring 55-100	69	59	76	0	#	0
Number Scoring 65-100	51	53	59	0	#	0
Number Scoring 85-100	5	15	9	0	#	0
Percentage of Tested Scoring 55-100	93%	92%	93%	0%	#	0%
Percentage of Tested Scoring 65-100	69%	83%	72%	0%	#	0%
Percentage of Tested Scoring 85-100	7%	23%	11%	0%	#	0%
<b>Physical Setting/Physics</b>						
Number Tested			30			1
Number Scoring 55-100			30			#
Number Scoring 65-100			30			#
Number Scoring 85-100			12			#
Percentage of Tested Scoring 55-100			100%			#
Percentage of Tested Scoring 65-100			100%			#
Percentage of Tested Scoring 85-100			40%			#

\* 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
<b>Comprehensive French</b>						
Number Tested	15	14	25	0	0	0
Number Scoring 55-100	14	14	25	0	0	0
Number Scoring 65-100	14	14	25	0	0	0
Number Scoring 85-100	5	8	15	0	0	0
Percentage of Tested Scoring 55-100	93%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	93%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	33%	57%	60%	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	38	46	53	0	0	1
Number Scoring 55-100	37	45	50	0	0	#
Number Scoring 65-100	37	43	46	0	0	#
Number Scoring 85-100	13	14	19	0	0	#
Percentage of Tested Scoring 55-100	97%	98%	94%	0%	0%	#
Percentage of Tested Scoring 65-100	97%	93%	87%	0%	0%	#
Percentage of Tested Scoring 85-100	34%	30%	36%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	73	9	0	0	0	0
Number Scoring 55-100	61	7	0	0	0	0
Number Scoring 65-100	59	5	0	0	0	0
Number Scoring 85-100	29	0	0	0	0	0
Percentage of Tested Scoring 55-100	84%	78%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	81%	56%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	40%	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	46	100%	0	0%	48	96%
Students with Disabilities	8	100%	0	0%	6	33%

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
<b>Nov 2003</b>	General-Education Students	99	1%	3%	56%	40%
	Students with Disabilities	7	14%	0%	43%	43%
	All Students	106	2%	3%	55%	41%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	106	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	109	1%	39%	50%	9%

(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
<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

## 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	100	100	100	8	8	8	108	108	108
Number Scoring 55–64	12	6	4	2	2	1	14	8	5
Number Scoring 65–84	59	32	43	6	2	3	65	34	46
Number Scoring 85–100	27	60	53	0	3	4	27	63	57
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

# New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - K)

New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)