

New York State School Report Card Comprehensive Information Report

BEDS Code: 62-16-01-06-0007

Grade Range : 9-12

Name: Saugerties Senior High School

Principal: Timothy Price

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
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	300	283	318
Tenth	269	279	269
Eleventh	252	246	249
Twelfth	225	234	243
Ungraded Secondary	24	20	22
Total K-12 Enrollment	1070	1062	1101

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	9	0.8%	8	0.8%	17	1.5%
Black (Not Hispanic)	28	2.6%	29	2.7%	33	3.0%
Hispanic	21	2.0%	13	1.2%	23	2.1%
White (Not Hispanic)	1012	94.6%	1012	95.3%	1028	93.4%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
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	0	0
Social Studies Grade 8	0	0	0
English Grade 10	22	23	23
Mathematics Grade 10	22	22	20
Science Grade 10	25	26	23
Social Studies Grade 10	21	20	21

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	5	0.5%	8	0.7%	6	0.5%
Eligible for Free Lunch	199	18.6%	154	14.5%	87	7.9%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.1%		93.4%		94.1%
Student Suspensions	121	11.4%	102	9.5%	91	8.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.6%	7.2%	4.6%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	99%	100%	98%

Staff Counts

Staff	2002–2003
Total Teachers	59
Total Other Professional Staff	10
Total Paraprofessionals	NA
Teaching Out of Certification*	4
Teachers with Temporary Licenses	0

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	166	100	60%	188	139	74%	191	146	76%
Students with Disabilities	13	0	0%	2	0	0%	7	1	14%
All Students	179	100	56%	190	139	73%	198	147	74%

*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	68	107	0	6	9	8
Percent	34%	54%	0%	3%	5%	4%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
7	1	5	12

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			37		44	
	Entered GED Program*			3		8	
	Total Noncompleters			40		52	
Students with Disabilities	Dropped Out			2		5	
	Entered GED Program*			0		2	
	Total Noncompleters			2		7	
All Students	Dropped Out	24	2.2%	39	3.7%	49	4.4%
	Entered GED Program*	12	1.1%	3	0.3%	10	0.9%
	Total Noncompleters	36	3.4%	42	4.0%	59	5.4%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		0	778
	Number of Students with Disabilities		0	86
	Number of All Students		0	864
	Percent of Enrollment		0%	78%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	3	#	1	#	66	98%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	15	100%	4	#	199	86%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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%	3	#

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	10	60%	4	#
Science	6	83%	3	#	4	#
Reading	2	#	3	#	0	0%
Writing	2	#	4	#	0	0%
Global Studies	7	100%	2	#	0	0%
U.S. Hist & Gov't	20	90%	0	0%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	37	51%	35	49%	21	52%
Science	21	62%	18	39%	14	50%
Reading	8	75%	4	#	0	0%
Writing	11	82%	6	50%	3	#
Global Studies	14	43%	14	29%	7	14%
U.S. Hist & Gov't	6	33%	3	#	8	50%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	234	204	225	14	6	15
Number Scoring 55–100	220	192	203	10	3	9
Number Scoring 65–100	199	176	177	4	2	6
Number Scoring 85–100	61	78	49	0	0	0
Percentage of Tested Scoring 55–100	94%	94%	90%	71%	50%	60%
Percentage of Tested Scoring 65–100	85%	86%	79%	29%	33%	40%
Percentage of Tested Scoring 85–100	26%	38%	22%	0%	0%	0%
Mathematics A						
Number Tested	65	18	309	2	0	14
Number Scoring 55–100	40	16	228	#	0	4
Number Scoring 65–100	20	9	186	#	0	2
Number Scoring 85–100	2	1	25	#	0	0
Percentage of Tested Scoring 55–100	62%	89%	74%	#	0%	29%
Percentage of Tested Scoring 65–100	31%	50%	60%	#	0%	14%
Percentage of Tested Scoring 85–100	3%	6%	8%	#	0%	0%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	249	245	254	13	21	20
Number Scoring 55–100	243	222	208	9	16	7
Number Scoring 65–100	224	207	188	8	12	7
Number Scoring 85–100	74	49	61	1	2	0
Percentage of Tested Scoring 55–100	98%	91%	82%	69%	76%	35%
Percentage of Tested Scoring 65–100	90%	84%	74%	62%	57%	35%
Percentage of Tested Scoring 85–100	30%	20%	24%	8%	10%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	222	234	222	16	7	16
Number Scoring 55–100	210	220	208	10	3	11
Number Scoring 65–100	189	196	198	6	2	10
Number Scoring 85–100	85	59	77	1	0	2
Percentage of Tested Scoring 55–100	95%	94%	94%	62%	43%	69%
Percentage of Tested Scoring 65–100	85%	84%	89%	38%	29%	62%
Percentage of Tested Scoring 85–100	38%	25%	35%	6%	0%	12%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	169	196	189	0	5	1
Number Scoring 55–100	169	194	186	0	5	#
Number Scoring 65–100	161	193	179	0	5	#
Number Scoring 85–100	24	56	53	0	1	#
Percentage of Tested Scoring 55–100	100%	99%	98%	0%	100%	#
Percentage of Tested Scoring 65–100	95%	98%	95%	0%	100%	#
Percentage of Tested Scoring 85–100	14%	29%	28%	0%	20%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	202	212	271	16	8	16
Number Scoring 55–100	187	205	226	13	6	8
Number Scoring 65–100	157	189	197	10	5	5
Number Scoring 85–100	47	47	80	2	1	0
Percentage of Tested Scoring 55–100	93%	97%	83%	81%	75%	50%
Percentage of Tested Scoring 65–100	78%	89%	73%	62%	62%	31%
Percentage of Tested Scoring 85–100	23%	22%	30%	12%	12%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		108	118		0	3
Number Scoring 55–100		106	112		0	#
Number Scoring 65–100		89	93		0	#
Number Scoring 85–100		10	15		0	#
Percentage of Tested Scoring 55–100		98%	95%		0%	#
Percentage of Tested Scoring 65–100		82%	79%		0%	#
Percentage of Tested Scoring 85–100		9%	13%		0%	#
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	57	36	47	0	0	0
Number Scoring 55–100	57	33	47	0	0	0
Number Scoring 65–100	57	33	44	0	0	0
Number Scoring 85–100	21	7	27	0	0	0
Percentage of Tested Scoring 55–100	100%	92%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	92%	94%	0%	0%	0%
Percentage of Tested Scoring 85–100	37%	19%	57%	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	92	93	59	0	0	0
Number Scoring 55–100	91	91	58	0	0	0
Number Scoring 65–100	89	88	56	0	0	0
Number Scoring 85–100	37	31	30	0	0	0
Percentage of Tested Scoring 55–100	99%	98%	98%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	95%	95%	0%	0%	0%
Percentage of Tested Scoring 85–100	40%	33%	51%	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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	167	172	8	0	1	0
Number Scoring 55–100	130	147	5	0	#	0
Number Scoring 65–100	110	135	4	0	#	0
Number Scoring 85–100	38	56	0	0	#	0
Percentage of Tested Scoring 55–100	78%	85%	62%	0%	#	0%
Percentage of Tested Scoring 65–100	66%	78%	50%	0%	#	0%
Percentage of Tested Scoring 85–100	23%	33%	0%	0%	#	0%
Sequential Mathematics, Course III						
Number Tested	121	95	108	0	0	1
Number Scoring 55–100	112	93	97	0	0	#
Number Scoring 65–100	107	89	95	0	0	#
Number Scoring 85–100	52	41	44	0	0	#
Percentage of Tested Scoring 55–100	93%	98%	90%	0%	0%	#
Percentage of Tested Scoring 65–100	88%	94%	88%	0%	0%	#
Percentage of Tested Scoring 85–100	43%	43%	41%	0%	0%	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	65	98%	0	0%	13	92%
Students with Disabilities	11	91%	0	0%	7	86%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	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 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

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

1999 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	219	219	219	15	15	15	234	234	234
Number Scoring 55–64	10	18	11	2	1	2	12	19	13
Number Scoring 65–84	133	126	129	4	2	3	137	128	132
Number Scoring 85–100	70	62	70	1	0	0	71	62	70
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)