

# New York State School Report Card Comprehensive Information Report

BEDS Code: 52-18-00-01-0010

Grade Range : 9-12

Name: Saratoga Springs High School

Principal: Frank P. Crowley

## 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	0	0	591
Tenth	524	535	524
Eleventh	521	514	507
Twelfth	510	516	502
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1555	1565	2124

## 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	23	1.5%	19	1.2%	17	0.8%
Black (Not Hispanic)	55	3.5%	39	2.5%	52	2.4%
Hispanic	7	0.5%	15	1.0%	12	0.6%
White (Not Hispanic)	1470	94.5%	1492	95.3%	2043	96.2%

## 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	12
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	14
English Grade 10	22	21	24
Mathematics Grade 10	22	22	20
Science Grade 10	23	23	21
Social Studies Grade 10	23	22	23

(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>
49	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 lower 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**

	<b>2000–2001</b>		<b>2001–2002</b>		<b>2002–2003</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	1	0.1%	1	0.1%	0	0.0%
<b>Eligible for Free Lunch</b>	95	6.1%	74	4.7%	120	5.7%

**Attendance and Suspension**

	<b>1999–2000</b>		<b>2000–2001</b>		<b>2001–2002</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>		93.0%		92.3%		90.5%
<b>Student Suspensions</b>	105	6.8%	96	6.2%	208	13.3%

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

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	2.6%	1.4%	2.3%
<b>Public Assistance</b>	1-10%	1-10%	1-10%
<b>Student Stability</b>	96%	89%	86%

**Staff Counts**

<b>Staff</b>	<b>2002–2003</b>
Total Teachers	153
Total Other Professional Staff	18
Total Paraprofessionals	NA
Teaching Out of Certification*	2
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	423	289	68%	435	335	77%	409	302	74%
Students with Disabilities	36	2	6%	26	6	23%	34	5	15%
All Students	459	291	63%	461	341	74%	443	307	69%

\*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	254	124	4	11	47	3
Percent	57%	28%	1%	2%	11%	1%

## 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)
34	5	12	46

\*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			12		1	
	Entered GED Program*			0		0	
	Total Noncompleters			12		1	
Students with Disabilities	Dropped Out			2		0	
	Entered GED Program*			0		0	
	Total Noncompleters			2		0	
All Students	Dropped Out	32	2.1%	14	0.9%	1	0.0%
	Entered GED Program*	41	2.6%	0	0.0%	0	0.0%
	Total Noncompleters	73	4.7%	14	0.9%	1	0.0%

\*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		117	0
	Number of Students with Disabilities		70	7
	Number of All Students		187	7
	Percent of Enrollment		12%	0%

## Second Language Proficiency Examinations

### General-Education Students

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%	0	0%

### 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%	0	0%

(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	1	#	0	0%	8	38%
Science	2	#	0	0%	13	38%
Reading	1	#	0	0%	9	44%
Writing	1	#	0	0%	0	0%
Global Studies	0	0%	0	0%	5	20%
U.S. Hist & Gov't	5	100%	0	0%	10	10%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	45	89%	0	0%	24	17%
Science	48	83%	0	0%	27	15%
Reading	6	83%	0	0%	28	29%
Writing	5	100%	0	0%	3	#
Global Studies	7	71%	0	0%	6	17%
U.S. Hist & Gov't	6	67%	0	0%	27	11%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	471	0	482	31	0	35
Number Scoring 55–100	463	0	447	26	0	26
Number Scoring 65–100	437	0	430	17	0	18
Number Scoring 85–100	177	0	236	1	0	2
Percentage of Tested Scoring 55–100	98%	0%	93%	84%	0%	74%
Percentage of Tested Scoring 65–100	93%	0%	89%	55%	0%	51%
Percentage of Tested Scoring 85–100	38%	0%	49%	3%	0%	6%
<b>Mathematics A</b>						
Number Tested	0	0	462	0	0	17
Number Scoring 55–100	0	0	445	0	0	12
Number Scoring 65–100	0	0	426	0	0	10
Number Scoring 85–100	0	0	233	0	0	4
Percentage of Tested Scoring 55–100	0%	0%	96%	0%	0%	71%
Percentage of Tested Scoring 65–100	0%	0%	92%	0%	0%	59%
Percentage of Tested Scoring 85–100	0%	0%	50%	0%	0%	24%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	226	0	0	1
Number Scoring 55–100	0	0	214	0	0	#
Number Scoring 65–100	0	0	187	0	0	#
Number Scoring 85–100	0	0	59	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	95%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	83%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	26%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	522	0	515	51	0	40
Number Scoring 55–100	514	0	481	47	0	26
Number Scoring 65–100	481	0	467	31	0	20
Number Scoring 85–100	243	0	279	2	0	2
Percentage of Tested Scoring 55–100	98%	0%	93%	92%	0%	65%
Percentage of Tested Scoring 65–100	92%	0%	91%	61%	0%	50%
Percentage of Tested Scoring 85–100	47%	0%	54%	4%	0%	5%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	473	0	485	29	0	37
Number Scoring 55–100	461	0	471	25	0	32
Number Scoring 65–100	433	0	465	16	0	29
Number Scoring 85–100	266	0	291	2	0	4
Percentage of Tested Scoring 55–100	97%	0%	97%	86%	0%	86%
Percentage of Tested Scoring 65–100	92%	0%	96%	55%	0%	78%
Percentage of Tested Scoring 85–100	56%	0%	60%	7%	0%	11%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	317	0	390	7	0	8
Number Scoring 55–100	317	0	377	7	0	7
Number Scoring 65–100	315	0	376	5	0	7
Number Scoring 85–100	148	0	186	0	0	3
Percentage of Tested Scoring 55–100	100%	0%	97%	100%	0%	88%
Percentage of Tested Scoring 65–100	99%	0%	96%	71%	0%	88%
Percentage of Tested Scoring 85–100	47%	0%	48%	0%	0%	38%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	31	0	409	31	0	13
Number Scoring 55–100	28	0	400	28	0	10
Number Scoring 65–100	25	0	392	25	0	9
Number Scoring 85–100	4	0	193	4	0	2
Percentage of Tested Scoring 55–100	90%	0%	98%	90%	0%	77%
Percentage of Tested Scoring 65–100	81%	0%	96%	81%	0%	69%
Percentage of Tested Scoring 85–100	13%	0%	47%	13%	0%	15%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		0	320		0	3
Number Scoring 55–100		0	313		0	#
Number Scoring 65–100		0	295		0	#
Number Scoring 85–100		0	110		0	#
Percentage of Tested Scoring 55–100		0%	98%		0%	#
Percentage of Tested Scoring 65–100		0%	92%		0%	#
Percentage of Tested Scoring 85–100		0%	34%		0%	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	108	0	76	0	0	0
Number Scoring 55–100	108	0	76	0	0	0
Number Scoring 65–100	108	0	76	0	0	0
Number Scoring 85–100	62	0	48	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	57%	0%	63%	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	210	0	210	4	0	2
Number Scoring 55–100	208	0	207	#	0	#
Number Scoring 65–100	203	0	205	#	0	#
Number Scoring 85–100	135	0	145	#	0	#
Percentage of Tested Scoring 55–100	99%	0%	99%	#	0%	#
Percentage of Tested Scoring 65–100	97%	0%	98%	#	0%	#
Percentage of Tested Scoring 85–100	64%	0%	69%	#	0%	#
<b>Comprehensive Latin</b>						
Number Tested	45	0	39	0	0	0
Number Scoring 55–100	45	0	39	0	0	0
Number Scoring 65–100	45	0	39	0	0	0
Number Scoring 85–100	43	0	36	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	96%	0%	92%	0%	0%	0%

(Form – H)



# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	356	0	1	3	0	0
Number Scoring 55–100	327	0	#	#	0	0
Number Scoring 65–100	301	0	#	#	0	0
Number Scoring 85–100	157	0	#	#	0	0
Percentage of Tested Scoring 55–100	92%	0%	#	#	0%	0%
Percentage of Tested Scoring 65–100	85%	0%	#	#	0%	0%
Percentage of Tested Scoring 85–100	44%	0%	#	#	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	191	0	0	6	0	0
Number Scoring 55–100	170	0	0	6	0	0
Number Scoring 65–100	161	0	0	6	0	0
Number Scoring 85–100	92	0	0	2	0	0
Percentage of Tested Scoring 55–100	89%	0%	0%	100%	0%	0%
Percentage of Tested Scoring 65–100	84%	0%	0%	100%	0%	0%
Percentage of Tested Scoring 85–100	48%	0%	0%	33%	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	157	100%	0	0%	4	#
Students with Disabilities	30	97%	0	0%	17	65%

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
<b>Nov 2002</b>	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
<b>June 2003</b>	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
<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

## 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	427	427	427	53	53	53	480	480	480
Number Scoring 55–64	11	28	34	8	12	0	19	40	34
Number Scoring 65–84	153	183	111	25	15	1	178	198	112
Number Scoring 85–100	230	178	31	1	1	1	231	179	32
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)