

New York State District Report Card Comprehensive Information Report

BEDS Code: 62-16-01-06-0000

Name: Saugerties Central School District

Superintendent: Donald Gottlieb

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	196	216	196
First	287	259	279
Second	217	235	216
Third	238	224	247
Fourth	244	241	225
Fifth	270	255	239
Sixth	256	273	259
Ungraded Elementary	80	78	62
Seventh	286	277	299
Eighth	274	287	290
Ninth	300	283	318
Tenth	269	279	269
Eleventh	252	246	249
Twelfth	225	234	243
Ungraded Secondary	30	20	22
Total K-12 Enrollment	3424	3407	3413

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	45	1.3%	49	1.4%	52	1.5%
Black (Not Hispanic)	62	1.8%	77	2.3%	89	2.6%
Hispanic	81	2.4%	70	2.1%	74	2.2%
White (Not Hispanic)	3236	94.5%	3211	94.2%	3198	93.7%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	18	18	20
Common Branch	20	20	20
English Grade 8	22	23	24
Mathematics Grade 8	23	22	23
Science Grade 8	21	23	22
Social Studies Grade 8	22	23	23
English Grade 10	22	23	23
Mathematics Grade 10	22	22	20
Science Grade 10	25	26	24
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
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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	5	0.2%	15	0.4%	18	0.5%
Eligible for Free Lunch	624	19.3%	595	18.5%	430	13.4%

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		94.6%		94.6%		94.5%
Student Suspensions	145	4.2%	138	4.0%	131	3.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	8.6%	9.0%	6.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	215
Total Other Professional Staff	20
Total Paraprofessionals	71
Teaching Out of Certification*	7
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%	8	2	25%
All Students	179	100	56%	190	139	73%	199	148	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	9
Percent	34%	54%	0%	3%	5%	5%

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)
8	2	5	13

*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			41		44	
	Entered GED Program*			3		8	
	Total Noncompleters			44		52	
Students with Disabilities	Dropped Out			2		5	
	Entered GED Program*			0		2	
	Total Noncompleters			2		7	
All Students	Dropped Out	24	2.2%	43	4.0%	49	4.4%
	Entered GED Program*	12	1.1%	3	0.3%	10	0.9%
	Total Noncompleters	36	3.4%	46	4.3%	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		381	110
	Number of Students with Disabilities		85	40
	Number of All Students		466	150
	Percent of Enrollment		54%	17%
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%	79%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	31	100%	15	93%	66	98%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	73	100%	37	89%	201	87%

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	39	51%	35	49%	21	52%
Science	23	65%	18	39%	14	50%
Reading	9	78%	4	#	0	0%
Writing	12	83%	6	50%	3	#
Global Studies	17	53%	14	29%	7	14%
U.S. Hist & Gov't	9	56%	3	#	8	50%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	235	204	225	15	6	15
Number Scoring 55–100	221	192	203	11	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%	73%	50%	60%
Percentage of Tested Scoring 65–100	85%	86%	79%	27%	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	250	245	254	14	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	97%	91%	82%	64%	76%	35%
Percentage of Tested Scoring 65–100	90%	84%	74%	57%	57%	35%
Percentage of Tested Scoring 85–100	30%	20%	24%	7%	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	234	249	272	16	8	16
Number Scoring 55–100	219	242	227	13	6	8
Number Scoring 65–100	189	226	198	10	5	5
Number Scoring 85–100	69	76	81	2	1	0
Percentage of Tested Scoring 55–100	94%	97%	83%	81%	75%	50%
Percentage of Tested Scoring 65–100	81%	91%	73%	62%	62%	31%
Percentage of Tested Scoring 85–100	29%	31%	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	12	92%	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	209	1%	5%	79%	14%
	Students with Disabilities	31	6%	16%	71%	6%
	All Students	240	2%	7%	78%	13%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	251	2%	42%	49%	7%
	Students with Disabilities	20	10%	85%	0%	5%
	All Students	271	3%	45%	45%	7%

(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	3	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	18	18	18	237	237	237
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)