

# New York State School Report Card Comprehensive Information Report

BEDS Code: 50-04-01-06-0009  
 Name: Suffern Senior High School  
 Principal: Patrick Faherty

Grade Range : 9-12

## 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	0	0	0
Eighth	0	0	0
Ninth	371	379	394
Tenth	306	362	388
Eleventh	338	297	362
Twelfth	310	325	299
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1325	1363	1443

## 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	85	6.4%	83	6.1%	88	6.1%
Black (Not Hispanic)	75	5.7%	78	5.7%	85	5.9%
Hispanic	110	8.3%	112	8.2%	112	7.8%
White (Not Hispanic)	1055	79.6%	1090	80.0%	1158	80.2%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	21	25	24
Mathematics Grade 10	20	22	22
Science Grade 10	23	23	25
Social Studies Grade 10	22	24	24

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
6	This is a school district with low student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
53	All schools in this group are secondary level schools in school districts with low 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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	19	1.4%	33	2.4%	26	1.8%
<b>Eligible for Free Lunch</b>	62	4.7%	66	4.8%	37	2.6%

**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>		95.2%		95.1%		95.3%
<b>Student Suspensions</b>	60	4.8%	61	4.6%	71	5.2%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	2.7%	2.6%	6.0%
<b>Public Assistance</b>	1-10%	1-10%	1-10%
<b>Student Stability</b>	97%	98%	98%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	110
Total Other Professional Staff	17
Total Paraprofessionals	NA
Teaching Out of Certification*	7

\*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	257	200	78%	279	193	69%	251	195	78%
Students with Disabilities	20	6	30%	25	4	16%	30	7	23%
All Students	277	206	74%	304	197	65%	281	202	72%

\*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	185	72	4	1	8	11
Percent	66%	26%	1%	0%	3%	4%

## 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)
30	7	3	33

\*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	29		17		21	1.6%
	Entered GED Program*	0		3		5	0.4%
	Total Noncompleters	29		20		26	2.0%
Students with Disabilities	Dropped Out	1		2		2	1.3%
	Entered GED Program*	0		0		1	0.6%
	Total Noncompleters	1		2		3	1.9%
All Students	Dropped Out	30	2.3%	19	1.4%	23	1.6%
	Entered GED Program*	0	0.0%	3	0.2%	6	0.4%
	Total Noncompleters	30	2.3%	22	1.6%	29	2.0%

\*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	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	225	984	0
	Number of Students with Disabilities	146	36	0
	Number of All Students	371	1020	0
	Percent of Enrollment	28%	75%	0%

## 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; completer 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	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	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%	5	100%	0	0%
Science	0	0%	1	#	0	0%
Reading	0	0%	2	#	0	0%
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	5	80%	0	0%
U.S. Hist & Gov't	0	0%	1	#	1	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	2	#	3	#
Science	0	0%	7	43%	3	#
Reading	0	0%	3	#	0	0%
Writing	0	0%	3	#	0	0%
Global Studies	0	0%	7	71%	6	67%
U.S. Hist & Gov't	0	0%	1	#	0	0%

(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	318	284	336	15	25	16
Number Scoring 55-100	309	274	336	15	22	16
Number Scoring 65-100	296	260	330	12	21	15
Number Scoring 85-100	193	180	209	4	2	3
Percentage of Tested Scoring 55-100	97%	96%	100%	100%	88%	100%
Percentage of Tested Scoring 65-100	93%	92%	98%	80%	84%	94%
Percentage of Tested Scoring 85-100	61%	63%	62%	27%	8%	19%
<b>Mathematics A</b>						
Number Tested	83	395	378	17	21	38
Number Scoring 55-100	58	369	377	13	15	38
Number Scoring 65-100	39	346	372	7	15	37
Number Scoring 85-100	5	106	151	2	1	10
Percentage of Tested Scoring 55-100	70%	93%	100%	76%	71%	100%
Percentage of Tested Scoring 65-100	47%	88%	98%	41%	71%	97%
Percentage of Tested Scoring 85-100	6%	27%	40%	12%	5%	26%
<b>Mathematics B</b>						
Number Tested	0	0	245	0	0	3
Number Scoring 55-100	0	0	232	0	0	#
Number Scoring 65-100	0	0	216	0	0	#
Number Scoring 85-100	0	0	102	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	95%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	88%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	42%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	286	356	367	23	16	43
Number Scoring 55-100	283	344	356	23	13	37
Number Scoring 65-100	268	334	335	19	10	31
Number Scoring 85-100	126	163	165	1	2	6
Percentage of Tested Scoring 55-100	99%	97%	97%	100%	81%	86%
Percentage of Tested Scoring 65-100	94%	94%	91%	83%	62%	72%
Percentage of Tested Scoring 85-100	44%	46%	45%	4%	12%	14%
<b>U.S. History and Government</b>						
Number Tested	318	297	331	16	28	15
Number Scoring 55-100	308	292	325	15	28	15
Number Scoring 65-100	273	281	314	9	27	14
Number Scoring 85-100	124	167	170	1	11	4
Percentage of Tested Scoring 55-100	97%	98%	98%	94%	100%	100%
Percentage of Tested Scoring 65-100	86%	95%	95%	56%	96%	93%
Percentage of Tested Scoring 85-100	39%	56%	51%	6%	39%	27%

(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	333	254	279	31	25	35
Number Scoring 55-100	333	249	276	31	24	34
Number Scoring 65-100	322	236	258	30	16	25
Number Scoring 85-100	113	92	100	4	1	3
Percentage of Tested Scoring 55-100	100%	98%	99%	100%	96%	97%
Percentage of Tested Scoring 65-100	97%	93%	92%	97%	64%	71%
Percentage of Tested Scoring 85-100	34%	36%	36%	13%	4%	9%
<b>Physical Setting/Earth Science</b>						
Number Tested	279	355	376	3	22	37
Number Scoring 55-100	279	347	364	#	21	32
Number Scoring 65-100	276	327	330	#	20	23
Number Scoring 85-100	160	174	127	#	6	0
Percentage of Tested Scoring 55-100	100%	98%	97%	#	95%	86%
Percentage of Tested Scoring 65-100	99%	92%	88%	#	91%	62%
Percentage of Tested Scoring 85-100	57%	49%	34%	#	27%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	225	262	245	5	7	9
Number Scoring 55-100	223	257	241	5	6	9
Number Scoring 65-100	194	236	206	3	6	8
Number Scoring 85-100	43	61	50	2	0	0
Percentage of Tested Scoring 55-100	99%	98%	98%	100%	86%	100%
Percentage of Tested Scoring 65-100	86%	90%	84%	60%	86%	89%
Percentage of Tested Scoring 85-100	19%	23%	20%	40%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			137			0
Number Scoring 55-100			136			0
Number Scoring 65-100			133			0
Number Scoring 85-100			48			0
Percentage of Tested Scoring 55-100			99%			0%
Percentage of Tested Scoring 65-100			97%			0%
Percentage of Tested Scoring 85-100			35%			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
<b>Comprehensive French</b>						
Number Tested	59	49	59	1	1	2
Number Scoring 55-100	57	49	59	#	#	#
Number Scoring 65-100	57	48	58	#	#	#
Number Scoring 85-100	36	31	35	#	#	#
Percentage of Tested Scoring 55-100	97%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	97%	98%	98%	#	#	#
Percentage of Tested Scoring 85-100	61%	63%	59%	#	#	#
<b>Comprehensive Italian</b>						
Number Tested	22	21	14	0	0	0
Number Scoring 55-100	22	21	14	0	0	0
Number Scoring 65-100	22	21	14	0	0	0
Number Scoring 85-100	13	13	5	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	59%	62%	36%	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	0	0	1	0	0	0
Number Scoring 55-100	0	0	#	0	0	0
Number Scoring 65-100	0	0	#	0	0	0
Number Scoring 85-100	0	0	#	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	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	157	211	194	6	10	6
Number Scoring 55-100	153	206	194	6	8	6
Number Scoring 65-100	153	196	186	6	6	6
Number Scoring 85-100	88	94	105	1	1	3
Percentage of Tested Scoring 55-100	97%	98%	100%	100%	80%	100%
Percentage of Tested Scoring 65-100	97%	93%	96%	100%	60%	100%
Percentage of Tested Scoring 85-100	56%	45%	54%	17%	10%	50%
<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	220	204	12	3	5	1
Number Scoring 55-100	205	186	12	#	4	#
Number Scoring 65-100	201	175	9	#	2	#
Number Scoring 85-100	113	79	1	#	0	#
Percentage of Tested Scoring 55-100	93%	91%	100%	#	80%	#
Percentage of Tested Scoring 65-100	91%	86%	75%	#	40%	#
Percentage of Tested Scoring 85-100	51%	39%	8%	#	0%	#

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	21	81%	14	93%
Students with Disabilities	0	0%	3	#	1	#

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	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 2004</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 - 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	261	261	261	33	33	33	294	294	294
Number Scoring 55–64	1	7	5	3	0	0	4	7	5
Number Scoring 65–84	122	86	100	21	19	24	143	105	124
Number Scoring 85–100	119	155	144	5	10	5	124	165	149
Approved Alternatives	3	0	0	0	0	0	3	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 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			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 9-12)</b>						
Number Tested			26			0
Beginning (0-18)			5			0
Intermediate (19-31)			10			0
Advanced (32-36)			5			0
Proficient (37-39)			6			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			25			0
Beginning (0-14)			5			0
Intermediate (15-24)			10			0
Advanced (25-32)			9			0
Proficient (33-35)			1			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)