

New York State School Report Card

Comprehensive Information Report

BEDS Code: 52-18-00-01-0010
 Name: Saratoga Springs High School
 Principal: Frank P. Crowley

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	0	591	593
Tenth	535	524	522
Eleventh	514	507	514
Twelfth	516	502	508
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1565	2124	2137

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	19	1.2%	17	0.8%	14	0.7%
Black (Not Hispanic)	39	2.5%	52	2.4%	69	3.2%
Hispanic	15	1.0%	12	0.6%	12	0.6%
White (Not Hispanic)	1492	95.3%	2043	96.2%	2042	95.6%

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

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.1%	0	0.0%	0	0.0%
Eligible for Free Lunch	74	4.7%	120	5.7%	188	8.8%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		92.3%		90.5%		92.4%
Student Suspensions	96	6.2%	208	13.3%	219	10.3%

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

	2001-02	2002-03	2003-04
Reduced Lunch	1.4%	2.3%	2.4%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	89%	86%	97%

Staff Counts

Staff	2003-04
Total Teachers	158
Total Other Professional Staff	18
Total Paraprofessionals	NA
Teaching Out of Certification*	1

*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	435	335	77%	409	302	74%	429	342	80%
Students with Disabilities	26	6	23%	34	5	15%	33	5	15%
All Students	461	341	74%	443	307	69%	462	347	75%

*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	287	111	5	7	20	32
Percent	62%	24%	1%	2%	4%	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)
33	5	18	51

*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	12		1		16	0.8%
	Entered GED Program*	0		0		22	1.0%
	Total Noncompleters	12		1		38	1.8%
Students with Disabilities	Dropped Out	2		0		6	5.4%
	Entered GED Program*	0		0		1	0.9%
	Total Noncompleters	2		0		7	6.3%
All Students	Dropped Out	14	0.9%	1	0.0%	22	1.0%
	Entered GED Program*	0	0.0%	0	0.0%	23	1.0%
	Total Noncompleters	14	0.9%	1	0.0%	45	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	117	0	0
	Number of Students with Disabilities	70	7	0
	Number of All Students	187	7	0
	Percent of Enrollment	12%	0%	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; completion 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%	8	38%	51	76%
Science	0	0%	13	38%	33	85%
Reading	0	0%	9	44%	3	#
Writing	0	0%	0	0%	2	#
Global Studies	0	0%	5	20%	3	#
U.S. Hist & Gov't	0	0%	10	10%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	24	17%	2	#
Science	0	0%	27	15%	5	100%
Reading	0	0%	28	29%	7	43%
Writing	0	0%	3	#	7	86%
Global Studies	0	0%	6	17%	4	#
U.S. Hist & Gov't	0	0%	27	11%	5	40%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive English						
Number Tested	0	482	497	0	35	35
Number Scoring 55–100	0	447	480	0	26	27
Number Scoring 65–100	0	430	454	0	18	21
Number Scoring 85–100	0	236	257	0	2	5
Percentage of Tested Scoring 55–100	0%	93%	97%	0%	74%	77%
Percentage of Tested Scoring 65–100	0%	89%	91%	0%	51%	60%
Percentage of Tested Scoring 85–100	0%	49%	52%	0%	6%	14%
Mathematics A						
Number Tested	0	462	505	0	17	38
Number Scoring 55–100	0	445	496	0	12	30
Number Scoring 65–100	0	426	478	0	10	21
Number Scoring 85–100	0	233	287	0	4	2
Percentage of Tested Scoring 55–100	0%	96%	98%	0%	71%	79%
Percentage of Tested Scoring 65–100	0%	92%	95%	0%	59%	55%
Percentage of Tested Scoring 85–100	0%	50%	57%	0%	24%	5%
Mathematics B						
Number Tested	0	226	226	0	1	2
Number Scoring 55–100	0	214	214	0	#	#
Number Scoring 65–100	0	187	190	0	#	#
Number Scoring 85–100	0	59	76	0	#	#
Percentage of Tested Scoring 55–100	0%	95%	95%	0%	#	#
Percentage of Tested Scoring 65–100	0%	83%	84%	0%	#	#
Percentage of Tested Scoring 85–100	0%	26%	34%	0%	#	#
Global History and Geography						
Number Tested	0	515	475	0	40	5
Number Scoring 55–100	0	481	466	0	26	2
Number Scoring 65–100	0	467	442	0	20	1
Number Scoring 85–100	0	279	275	0	2	0
Percentage of Tested Scoring 55–100	0%	93%	98%	0%	65%	40%
Percentage of Tested Scoring 65–100	0%	91%	93%	0%	50%	20%
Percentage of Tested Scoring 85–100	0%	54%	58%	0%	5%	0%
U.S. History and Government						
Number Tested	0	485	475	0	37	26
Number Scoring 55–100	0	471	468	0	32	23
Number Scoring 65–100	0	465	458	0	29	19
Number Scoring 85–100	0	291	316	0	4	3
Percentage of Tested Scoring 55–100	0%	97%	99%	0%	86%	88%
Percentage of Tested Scoring 65–100	0%	96%	96%	0%	78%	73%
Percentage of Tested Scoring 85–100	0%	60%	67%	0%	11%	12%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Living Environment						
Number Tested	0	390	458	0	8	13
Number Scoring 55–100	0	377	457	0	7	12
Number Scoring 65–100	0	376	457	0	7	12
Number Scoring 85–100	0	186	253	0	3	1
Percentage of Tested Scoring 55–100	0%	97%	100%	0%	88%	92%
Percentage of Tested Scoring 65–100	0%	96%	100%	0%	88%	92%
Percentage of Tested Scoring 85–100	0%	48%	55%	0%	38%	8%
Physical Setting/Earth Science						
Number Tested	0	409	466	0	13	4
Number Scoring 55–100	0	400	455	0	10	#
Number Scoring 65–100	0	392	429	0	9	#
Number Scoring 85–100	0	193	160	0	2	#
Percentage of Tested Scoring 55–100	0%	98%	98%	0%	77%	#
Percentage of Tested Scoring 65–100	0%	96%	92%	0%	69%	#
Percentage of Tested Scoring 85–100	0%	47%	34%	0%	15%	#
Physical Setting/Chemistry						
Number Tested	0	320	307	0	3	5
Number Scoring 55–100	0	313	306	0	#	5
Number Scoring 65–100	0	295	283	0	#	3
Number Scoring 85–100	0	110	89	0	#	0
Percentage of Tested Scoring 55–100	0%	98%	100%	0%	#	100%
Percentage of Tested Scoring 65–100	0%	92%	92%	0%	#	60%
Percentage of Tested Scoring 85–100	0%	34%	29%	0%	#	0%
Physical Setting/Physics						
Number Tested			195			1
Number Scoring 55–100			193			#
Number Scoring 65–100			188			#
Number Scoring 85–100			88			#
Percentage of Tested Scoring 55–100			99%			#
Percentage of Tested Scoring 65–100			96%			#
Percentage of Tested Scoring 85–100			45%			#

* 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
Comprehensive French						
Number Tested	0	76	83	0	0	0
Number Scoring 55–100	0	76	83	0	0	0
Number Scoring 65–100	0	76	83	0	0	0
Number Scoring 85–100	0	48	64	0	0	0
Percentage of Tested Scoring 55–100	0%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	63%	77%	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	0	210	186	0	2	1
Number Scoring 55–100	0	207	186	0	#	#
Number Scoring 65–100	0	205	183	0	#	#
Number Scoring 85–100	0	145	133	0	#	#
Percentage of Tested Scoring 55–100	0%	99%	100%	0%	#	#
Percentage of Tested Scoring 65–100	0%	98%	98%	0%	#	#
Percentage of Tested Scoring 85–100	0%	69%	72%	0%	#	#
Comprehensive Latin						
Number Tested	0	39	27	0	0	0
Number Scoring 55–100	0	39	27	0	0	0
Number Scoring 65–100	0	39	27	0	0	0
Number Scoring 85–100	0	36	24	0	0	0
Percentage of Tested Scoring 55–100	0%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	92%	89%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Sequential Mathematics, Course III (last administered January 2004)						
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%

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	4	#	139	99%
Students with Disabilities	0	0%	17	65%	2	#

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
Nov 2003	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 2004	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

	Count of Students					
Test	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

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	432	432	432	48	48	48	480	480	480
Number Scoring 55–64	7	4	5	7	3	9	14	7	14
Number Scoring 65–84	188	141	185	11	22	18	199	163	203
Number Scoring 85–100	196	278	225	1	4	1	197	282	226
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)