

New York State District Report Card Comprehensive Information Report

BEDS Code: 62-16-01-06-0000
 Name: Saugerties Central School District
 Superintendent: Richard R. Rhau

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	216	196	169
First	259	279	259
Second	235	216	233
Third	224	247	220
Fourth	241	225	249
Fifth	255	239	224
Sixth	273	259	243
Ungraded Elementary	78	62	69
Seventh	277	299	284
Eighth	287	290	312
Ninth	283	318	300
Tenth	279	269	277
Eleventh	246	249	253
Twelfth	234	243	235
Ungraded Secondary	20	22	9
Total K-12 Enrollment	3407	3413	3336

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	49	1.4%	52	1.5%	42	1.3%
Black (Not Hispanic)	77	2.3%	89	2.6%	88	2.6%
Hispanic	70	2.1%	74	2.2%	84	2.5%
White (Not Hispanic)	3211	94.2%	3198	93.7%	3122	93.6%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	18	20	18
Common Branch	20	20	20
English Grade 8	23	24	23
Mathematics Grade 8	22	23	22
Science Grade 8	23	22	22
Social Studies Grade 8	23	23	22
English Grade 10	23	23	22
Mathematics Grade 10	22	20	23
Science Grade 10	26	24	24
Social Studies Grade 10	20	21	25

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	15	0.4%	18	0.5%	23	0.7%
Eligible for Free Lunch	595	18.5%	430	13.4%	409	12.9%

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		94.6%		94.5%		90.8%
Student Suspensions	138	4.0%	131	3.9%	133	3.9%

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

	2001-02	2002-03	2003-04
Reduced Lunch	9.0%	6.7%	8.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	206
Total Other Professional Staff	22
Total Paraprofessionals	71
Teaching Out of Certification*	3

*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	188	139	74%	191	146	76%	200	140	70%
Students with Disabilities	2	0	0%	8	2	25%	9	2	22%
All Students	190	139	73%	199	148	74%	209	142	68%

*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	71	88	4	13	20	13
Percent	34%	42%	2%	6%	10%	6%

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)
9	2	12	21

*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	41		44		48	4.8%
	Entered GED Program*	3		8		6	0.6%
	Total Noncompleters	44		52		54	5.4%
Students with Disabilities	Dropped Out	2		5		8	7.9%
	Entered GED Program*	0		2		4	4.0%
	Total Noncompleters	2		7		12	11.9%
All Students	Dropped Out	43	4.0%	49	4.5%	56	5.1%
	Entered GED Program*	3	0.3%	10	0.9%	10	0.9%
	Total Noncompleters	46	4.3%	59	5.4%	66	6.0%

*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	381	110	522
	Number of Students with Disabilities	85	40	78
	Number of All Students	466	150	600
	Percent of Enrollment	54%	17%	70%
9-12	Number of General-Education Students	0	778	894
	Number of Students with Disabilities	0	86	106
	Number of All Students	0	864	1000
	Percent of Enrollment	0%	79%	93%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	19		
Completed and Passed Regents Exams	19	100%	77%
Completed and had Course Average of 75% or More	19	100%	81%
Completed and Attained a HS Diploma or Equivalent	19	100%	96%
Completed and Whose Status is Known	19		
Completed and Were Successfully Placed	19	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed			19%

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	15	93%	66	98%	192	81%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	37	89%	201	87%	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%	5	40%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	3	#	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	10	60%	4	#	0	0%
Science	3	#	4	#	221	83%
Reading	3	#	0	0%	0	0%
Writing	4	#	0	0%	209	86%
Global Studies	2	#	0	0%	1	#
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	35	49%	21	52%	24	54%
Science	18	39%	14	50%	40	60%
Reading	4	#	0	0%	0	0%
Writing	6	50%	3	#	16	38%
Global Studies	14	29%	7	14%	4	#
U.S. Hist & Gov't	3	#	8	50%	0	0%

(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	204	225	175	6	15	1
Number Scoring 55-100	192	203	166	3	9	#
Number Scoring 65-100	176	177	156	2	6	#
Number Scoring 85-100	78	49	65	0	0	#
Percentage of Tested Scoring 55-100	94%	90%	95%	50%	60%	#
Percentage of Tested Scoring 65-100	86%	79%	89%	33%	40%	#
Percentage of Tested Scoring 85-100	38%	22%	37%	0%	0%	#
Mathematics A						
Number Tested	18	309	267	0	14	7
Number Scoring 55-100	16	228	253	0	4	4
Number Scoring 65-100	9	186	232	0	2	3
Number Scoring 85-100	1	25	40	0	0	0
Percentage of Tested Scoring 55-100	89%	74%	95%	0%	29%	57%
Percentage of Tested Scoring 65-100	50%	60%	87%	0%	14%	43%
Percentage of Tested Scoring 85-100	6%	8%	15%	0%	0%	0%
Mathematics B						
Number Tested	0	0	98	0	0	0
Number Scoring 55-100	0	0	83	0	0	0
Number Scoring 65-100	0	0	60	0	0	0
Number Scoring 85-100	0	0	6	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	85%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	61%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	6%	0%	0%	0%
Global History and Geography						
Number Tested	245	254	297	21	20	28
Number Scoring 55-100	222	208	244	16	7	8
Number Scoring 65-100	207	188	206	12	7	5
Number Scoring 85-100	49	61	74	2	0	1
Percentage of Tested Scoring 55-100	91%	82%	82%	76%	35%	29%
Percentage of Tested Scoring 65-100	84%	74%	69%	57%	35%	18%
Percentage of Tested Scoring 85-100	20%	24%	25%	10%	0%	4%
U.S. History and Government						
Number Tested	234	222	234	7	16	12
Number Scoring 55-100	220	208	211	3	11	9
Number Scoring 65-100	196	198	187	2	10	5
Number Scoring 85-100	59	77	90	0	2	0
Percentage of Tested Scoring 55-100	94%	94%	90%	43%	69%	75%
Percentage of Tested Scoring 65-100	84%	89%	80%	29%	62%	42%
Percentage of Tested Scoring 85-100	25%	35%	38%	0%	12%	0%

(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	196	189	203	5	1	3
Number Scoring 55-100	194	186	195	5	#	#
Number Scoring 65-100	193	179	193	5	#	#
Number Scoring 85-100	56	53	61	1	#	#
Percentage of Tested Scoring 55-100	99%	98%	96%	100%	#	#
Percentage of Tested Scoring 65-100	98%	95%	95%	100%	#	#
Percentage of Tested Scoring 85-100	29%	28%	30%	20%	#	#
Physical Setting/Earth Science						
Number Tested	249	272	169	8	16	4
Number Scoring 55-100	242	227	162	6	8	#
Number Scoring 65-100	226	198	148	5	5	#
Number Scoring 85-100	76	81	42	1	0	#
Percentage of Tested Scoring 55-100	97%	83%	96%	75%	50%	#
Percentage of Tested Scoring 65-100	91%	73%	88%	62%	31%	#
Percentage of Tested Scoring 85-100	31%	30%	25%	12%	0%	#
Physical Setting/Chemistry						
Number Tested	108	118	137	0	3	1
Number Scoring 55-100	106	112	128	0	#	#
Number Scoring 65-100	89	93	97	0	#	#
Number Scoring 85-100	10	15	13	0	#	#
Percentage of Tested Scoring 55-100	98%	95%	93%	0%	#	#
Percentage of Tested Scoring 65-100	82%	79%	71%	0%	#	#
Percentage of Tested Scoring 85-100	9%	13%	9%	0%	#	#
Physical Setting/Physics						
Number Tested			124			10
Number Scoring 55-100			105			5
Number Scoring 65-100			91			2
Number Scoring 85-100			26			0
Percentage of Tested Scoring 55-100			85%			50%
Percentage of Tested Scoring 65-100			73%			20%
Percentage of Tested Scoring 85-100			21%			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
Comprehensive French						
Number Tested	36	47	23	0	0	0
Number Scoring 55-100	33	47	22	0	0	0
Number Scoring 65-100	33	44	22	0	0	0
Number Scoring 85-100	7	27	13	0	0	0
Percentage of Tested Scoring 55-100	92%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 65-100	92%	94%	96%	0%	0%	0%
Percentage of Tested Scoring 85-100	19%	57%	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	93	59	95	0	0	0
Number Scoring 55-100	91	58	95	0	0	0
Number Scoring 65-100	88	56	95	0	0	0
Number Scoring 85-100	31	30	60	0	0	0
Percentage of Tested Scoring 55-100	98%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	95%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	33%	51%	63%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	95	108	1	0	1	0
Number Scoring 55-100	93	97	#	0	#	0
Number Scoring 65-100	89	95	#	0	#	0
Number Scoring 85-100	41	44	#	0	#	0
Percentage of Tested Scoring 55-100	98%	90%	#	0%	#	0%
Percentage of Tested Scoring 65-100	94%	88%	#	0%	#	0%
Percentage of Tested Scoring 85-100	43%	41%	#	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%	13	92%	76	87%
Students with Disabilities	0	0%	7	86%	11	55%

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	199	1%	4%	65%	30%
	Students with Disabilities	30	23%	10%	67%	0%
	All Students	229	4%	4%	66%	26%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	270	3%	53%	38%	6%
	Students with Disabilities	33	15%	76%	6%	3%
	All Students	303	5%	55%	34%	6%

(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
Elementary Level						
Social Studies	2	1	#	#	#	#
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	226	226	226	11	11	11	237	237	237
Number Scoring 55–64	11	11	12	2	0	0	13	11	12
Number Scoring 65–84	133	108	118	4	3	2	137	111	120
Number Scoring 85–100	45	73	70	0	0	1	45	73	71
Approved Alternatives	0	0	0	0	0	0	0	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
Listening and Speaking (Grade K-1)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade K-1)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 2-4)						
Number Tested			6			1
Beginning (0-18)			0			#
Intermediate (19-31)			2			#
Advanced (32-36)			1			#
Proficient (37-39)			3			#
Reading and Writing (Grade 2-4)						
Number Tested			6			1
Beginning (0-14)			1			#
Intermediate (15-24)			1			#
Advanced (25-32)			2			#
Proficient (33-35)			2			#
Listening and Speaking (Grade 5-6)						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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 - K)

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
Listening and Speaking (Grade 7-8)						
Number Tested			4			1
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
Reading and Writing (Grade 7-8)						
Number Tested			4			1
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#
Listening and Speaking (Grade 9-12)						
Number Tested			7			1
Beginning (0-18)			0			#
Intermediate (19-31)			5			#
Advanced (32-36)			2			#
Proficient (37-39)			0			#
Reading and Writing (Grade 9-12)						
Number Tested			7			1
Beginning (0-14)			2			#
Intermediate (15-24)			4			#
Advanced (25-32)			1			#
Proficient (33-35)			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)