

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	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	196	169	179
First	279	259	238
Second	216	233	224
Third	247	220	234
Fourth	225	249	220
Fifth	239	224	258
Sixth	259	243	235
Ungraded Elementary	62	69	82
Seventh	299	284	267
Eighth	290	312	296
Ninth	318	300	345
Tenth	269	277	297
Eleventh	249	253	286
Twelfth	243	235	248
Ungraded Secondary	22	9	16
Total K-12 Enrollment	3413	3336	3425

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	52	1.5%	42	1.3%	45	1.3%
Black (Not Hispanic)	89	2.6%	88	2.6%	96	2.8%
Hispanic	74	2.2%	84	2.5%	102	3.0%
White (Not Hispanic)	3198	93.7%	3122	93.6%	3182	92.9%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	20	18	17
Common Branch	20	20	20
English Grade 8	24	23	19
Mathematics Grade 8	23	22	21
Science Grade 8	22	22	21
Social Studies Grade 8	23	22	21
English Grade 10	23	22	21
Mathematics Grade 10	20	23	25
Science Grade 10	24	24	28
Social Studies Grade 10	21	25	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
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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	18	0.5%	23	0.7%	25	0.7%
Eligible for Free Lunch	430	13.4%	409	12.9%	441	13.6%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.5%		90.8%		95.9%
Student Suspensions	131	3.9%	133	3.9%	103	3.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	6.7%	8.2%	7.5%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	240
Total Other Professional Staff	29
Total Paraprofessionals	76
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 and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	191	200	200
	Regents Diplomas	146	140	160
	% Regents Diplomas	76%	70%	80%
	Regents Diplomas with Advanced Designation**			72
	% Regents Diplomas with Advanced Designation			36%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	8	9	2
	Regents Diplomas	2	2	0
	% Regents Diplomas	25%	22%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	5	12	8
All Students	Total Graduates*	199	209	202
	Regents Diplomas	148	142	160
	% Regents Diplomas	74%	68%	79%
	Regents Diplomas with Advanced Designation**			72
	% Regents Diplomas with Advanced Designation			36%
	IEP Diplomas or Local Certificates	5	12	8

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	69	69	4	7	6	0	43	2
	Percent	34%	34%	2%	4%	3%	0%	21%	1%
Students with Disabilities	Number	0	1	0	0	0	0	1	0
	Percent	0%	50%	0%	0%	0%	0%	50%	0%
All Students	Number	69	70	4	7	6	0	44	2
	Percent	34%	35%	2%	3%	3%	0%	22%	1%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	44		48	4.8%	31	3.1%
	Entered GED Program*	8		6	0.6%	11	1.1%
	Total Noncompleters	52		54	5.4%	42	4.2%
Students with Disabilities	Dropped Out	5		8	7.9%	9	6.8%
	Entered GED Program*	2		4	4.0%	4	3.0%
	Total Noncompleters	7		12	11.9%	13	9.8%
All Students	Dropped Out	49	4.5%	56	5.1%	40	3.5%
	Entered GED Program*	10	0.9%	10	0.9%	15	1.3%
	Total Noncompleters	59	5.4%	66	6.0%	55	4.9%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	110	522	209
	Number of Students with Disabilities	40	78	71
	Number of All Students	150	600	280
	Percent of Enrollment	17%	70%	34%
9-12	Number of General-Education Students	778	894	990
	Number of Students with Disabilities	86	106	110
	Number of All Students	864	1000	1100
	Percent of Enrollment	79%	93%	93%

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 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	66	98%	192	81%	64	94%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	201	87%	0	0%	168	73%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	5	40%	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	3	#	0	0%	5	20%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	0	0%	3	#
Science	4	#	221	83%	3	#
Reading	0	0%	0	0%	25	96%
Writing	0	0%	209	86%	1	#
Global Studies	0	0%	1	#	0	0%
U.S. Hist & Gov't	1	#	1	#	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	21	52%	24	54%	51	59%
Science	14	50%	40	60%	39	56%
Reading	0	0%	0	0%	13	69%
Writing	3	#	16	38%	13	77%
Global Studies	7	14%	4	#	19	11%
U.S. Hist & Gov't	8	50%	0	0%	17	29%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	225	175	263	15	1	22
Number Scoring 55-100	203	166	239	9	#	5
Number Scoring 65-100	177	156	209	6	#	0
Number Scoring 85-100	49	65	75	0	#	0
Percentage of Tested Scoring 55-100	90%	95%	91%	60%	#	23%
Percentage of Tested Scoring 65-100	79%	89%	79%	40%	#	0%
Percentage of Tested Scoring 85-100	22%	37%	29%	0%	#	0%
Mathematics A						
Number Tested	309	267	246	14	7	19
Number Scoring 55-100	228	253	234	4	4	10
Number Scoring 65-100	186	232	206	2	3	5
Number Scoring 85-100	25	40	36	0	0	0
Percentage of Tested Scoring 55-100	74%	95%	95%	29%	57%	53%
Percentage of Tested Scoring 65-100	60%	87%	84%	14%	43%	26%
Percentage of Tested Scoring 85-100	8%	15%	15%	0%	0%	0%
Mathematics B						
Number Tested	0	98	119	0	0	0
Number Scoring 55-100	0	83	90	0	0	0
Number Scoring 65-100	0	60	67	0	0	0
Number Scoring 85-100	0	6	11	0	0	0
Percentage of Tested Scoring 55-100	0%	85%	76%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	61%	56%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	6%	9%	0%	0%	0%
Global History and Geography						
Number Tested	254	297	289	20	28	34
Number Scoring 55-100	208	244	260	7	8	25
Number Scoring 65-100	188	206	218	7	5	11
Number Scoring 85-100	61	74	67	0	1	0
Percentage of Tested Scoring 55-100	82%	82%	90%	35%	29%	74%
Percentage of Tested Scoring 65-100	74%	69%	75%	35%	18%	32%
Percentage of Tested Scoring 85-100	24%	25%	23%	0%	4%	0%
U.S. History and Government						
Number Tested	222	234	257	16	12	25
Number Scoring 55-100	208	211	223	11	9	5
Number Scoring 65-100	198	187	194	10	5	1
Number Scoring 85-100	77	90	77	2	0	0
Percentage of Tested Scoring 55-100	94%	90%	87%	69%	75%	20%
Percentage of Tested Scoring 65-100	89%	80%	75%	62%	42%	4%
Percentage of Tested Scoring 85-100	35%	38%	30%	12%	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	189	203	172	1	3	4
Number Scoring 55-100	186	195	168	#	#	#
Number Scoring 65-100	179	193	167	#	#	#
Number Scoring 85-100	53	61	50	#	#	#
Percentage of Tested Scoring 55-100	98%	96%	98%	#	#	#
Percentage of Tested Scoring 65-100	95%	95%	97%	#	#	#
Percentage of Tested Scoring 85-100	28%	30%	29%	#	#	#
Physical Setting/Earth Science						
Number Tested	272	169	236	16	4	17
Number Scoring 55-100	227	162	217	8	#	12
Number Scoring 65-100	198	148	179	5	#	5
Number Scoring 85-100	81	42	63	0	#	2
Percentage of Tested Scoring 55-100	83%	96%	92%	50%	#	71%
Percentage of Tested Scoring 65-100	73%	88%	76%	31%	#	29%
Percentage of Tested Scoring 85-100	30%	25%	27%	0%	#	12%
Physical Setting/Chemistry						
Number Tested	118	137	142	3	1	0
Number Scoring 55-100	112	128	136	#	#	0
Number Scoring 65-100	93	97	95	#	#	0
Number Scoring 85-100	15	13	9	#	#	0
Percentage of Tested Scoring 55-100	95%	93%	96%	#	#	0%
Percentage of Tested Scoring 65-100	79%	71%	67%	#	#	0%
Percentage of Tested Scoring 85-100	13%	9%	6%	#	#	0%
Physical Setting/Physics						
Number Tested		124	51		10	0
Number Scoring 55-100		105	49		5	0
Number Scoring 65-100		91	47		2	0
Number Scoring 85-100		26	23		0	0
Percentage of Tested Scoring 55-100		85%	96%		50%	0%
Percentage of Tested Scoring 65-100		73%	92%		20%	0%
Percentage of Tested Scoring 85-100		21%	45%		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	47	23	37	0	0	0
Number Scoring 55-100	47	22	37	0	0	0
Number Scoring 65-100	44	22	37	0	0	0
Number Scoring 85-100	27	13	21	0	0	0
Percentage of Tested Scoring 55-100	100%	96%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	94%	96%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	57%	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	59	95	112	0	0	0
Number Scoring 55-100	58	95	112	0	0	0
Number Scoring 65-100	56	95	112	0	0	0
Number Scoring 85-100	30	60	80	0	0	0
Percentage of Tested Scoring 55-100	98%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	95%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	51%	63%	71%	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	240	3%	3%	59%	34%
	Students with Disabilities	32	25%	22%	47%	6%
	All Students	272	6%	6%	58%	31%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	246	2%	28%	62%	8%
	Students with Disabilities	36	22%	56%	22%	0%
	All Students	282	5%	31%	57%	7%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	4	2	#	#	#	#
Middle Level						
Social Studies	2	2	#	#	#	#
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

2001 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	222	222	222	17	17	17	239	239	239
Number Scoring 55–64	22	25	13	2	2	0	24	27	13
Number Scoring 65–84	122	93	121	3	2	1	125	95	122
Number Scoring 85–100	57	89	71	0	0	0	57	89	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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade K-1)						
Number Tested		1	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade K-1)						
Number Tested		1	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		6	2		1	1
Beginning		0	#		#	#
Intermediate		2	#		#	#
Advanced		1	#		#	#
Proficient		3	#		#	#
Reading and Writing (Grade 2-4)						
Number Tested		6	2		1	1
Beginning		1	#		#	#
Intermediate		1	#		#	#
Advanced		2	#		#	#
Proficient		2	#		#	#
Listening and Speaking (Grade 5-6)						
Number Tested		3	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 5-6)						
Number Tested		3	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		4	4		1	0
Beginning		#	#		#	0
Intermediate		#	#		#	0
Advanced		#	#		#	0
Proficient		#	#		#	0
Reading and Writing (Grade 7-8)						
Number Tested		4	4		1	0
Beginning		#	#		#	0
Intermediate		#	#		#	0
Advanced		#	#		#	0
Proficient		#	#		#	0
Listening and Speaking (Grade 9-12)						
Number Tested		7	10		1	1
Beginning		0	0		#	#
Intermediate		5	0		#	#
Advanced		2	7		#	#
Proficient		0	3		#	#
Reading and Writing (Grade 9-12)						
Number Tested		7	10		1	1
Beginning		2	0		#	#
Intermediate		4	1		#	#
Advanced		1	5		#	#
Proficient		0	4		#	#

*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)