

# New York State School Report Card Comprehensive Information Report

BEDS Code: 41-16-03-04-0003  
 Name: Sauquoit Valley Senior High School  
 Principal: John A. Kolczynski

Grade Range : 9-12

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
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	128	111	100
Tenth	110	118	114
Eleventh	116	103	109
Twelfth	108	110	105
Ungraded Secondary	0	0	0
Total K-12 Enrollment	462	442	428

## 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	2	0.4%	3	0.7%	2	0.5%
Black (Not Hispanic)	4	0.9%	5	1.1%	4	0.9%
Hispanic	0	0.0%	0	0.0%	0	0.0%
White (Not Hispanic)	456	98.7%	434	98.2%	422	98.6%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
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	22	19	19
Mathematics Grade 10	22	18	22
Science Grade 10	19	21	22
Social Studies Grade 10	19	23	24

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	53	11.5%	42	9.5%	33	7.7%

### 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		96.3%		95.0%		96.5%
Student Suspensions	31	6.9%	22	4.8%	18	4.1%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.0%	5.7%	5.1%
Public Assistance	11-20%	21-30%	21-30%
Student Stability	97%	97%	98%

### Staff Counts

Staff	2002–2003
Total Teachers	32
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	3
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	104	63	61%	95	69	73%	91	90	99%
Students with Disabilities	0	0	0%	2	1	50%	8	7	88%
All Students	104	63	61%	97	70	72%	99	97	98%

\*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	30	48	0	1	0	20
Percent	30%	48%	0%	1%	0%	20%

## 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	7	0	8

\*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			3		2	
	Entered GED Program*			1		7	
	Total Noncompleters			4		9	
Students with Disabilities	Dropped Out			1		0	
	Entered GED Program*			0		0	
	Total Noncompleters			1		0	
All Students	Dropped Out	5	1.1%	4	0.9%	2	0.5%
	Entered GED Program*	4	0.9%	1	0.2%	7	1.6%
	Total Noncompleters	9	1.9%	5	1.1%	9	2.1%

\*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	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%

## Second Language Proficiency Examinations

### General-Education Students

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%	0	0%

### 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%	0	0%

(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	0	0%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	2	#	0	0%
Science	4	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	2	#
Global Studies	2	#	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	80	100	112	3	9	10
Number Scoring 55–100	80	97	107	#	7	9
Number Scoring 65–100	77	94	103	#	6	8
Number Scoring 85–100	42	39	70	#	0	4
Percentage of Tested Scoring 55–100	100%	97%	96%	#	78%	90%
Percentage of Tested Scoring 65–100	96%	94%	92%	#	67%	80%
Percentage of Tested Scoring 85–100	53%	39%	62%	#	0%	40%
<b>Mathematics A</b>						
Number Tested	0	63	140	0	3	8
Number Scoring 55–100	0	59	123	0	#	7
Number Scoring 65–100	0	56	112	0	#	5
Number Scoring 85–100	0	39	30	0	#	0
Percentage of Tested Scoring 55–100	0%	94%	88%	0%	#	88%
Percentage of Tested Scoring 65–100	0%	89%	80%	0%	#	62%
Percentage of Tested Scoring 85–100	0%	62%	21%	0%	#	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	55	0	0	1
Number Scoring 55–100	0	0	47	0	0	#
Number Scoring 65–100	0	0	45	0	0	#
Number Scoring 85–100	0	0	10	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	85%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	82%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	18%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	112	117	94	9	12	9
Number Scoring 55–100	109	101	88	7	9	8
Number Scoring 65–100	104	87	72	6	7	5
Number Scoring 85–100	28	28	18	0	0	0
Percentage of Tested Scoring 55–100	97%	86%	94%	78%	75%	89%
Percentage of Tested Scoring 65–100	93%	74%	77%	67%	58%	56%
Percentage of Tested Scoring 85–100	25%	24%	19%	0%	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	97	104	88	4	7	8
Number Scoring 55–100	93	98	84	#	4	7
Number Scoring 65–100	86	87	81	#	3	6
Number Scoring 85–100	49	38	47	#	0	3
Percentage of Tested Scoring 55–100	96%	94%	95%	#	57%	88%
Percentage of Tested Scoring 65–100	89%	84%	92%	#	43%	75%
Percentage of Tested Scoring 85–100	51%	37%	53%	#	0%	38%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	134	123	119	9	11	8
Number Scoring 55–100	133	122	114	9	11	8
Number Scoring 65–100	119	114	107	7	10	8
Number Scoring 85–100	27	43	28	0	2	0
Percentage of Tested Scoring 55–100	99%	99%	96%	100%	100%	100%
Percentage of Tested Scoring 65–100	89%	93%	90%	78%	91%	100%
Percentage of Tested Scoring 85–100	20%	35%	24%	0%	18%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	89	89	79	3	5	7
Number Scoring 55–100	82	81	73	#	4	6
Number Scoring 65–100	71	72	67	#	2	5
Number Scoring 85–100	28	20	20	#	0	0
Percentage of Tested Scoring 55–100	92%	91%	92%	#	80%	86%
Percentage of Tested Scoring 65–100	80%	81%	85%	#	40%	71%
Percentage of Tested Scoring 85–100	31%	22%	25%	#	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		74	64		0	2
Number Scoring 55–100		69	59		0	#
Number Scoring 65–100		51	53		0	#
Number Scoring 85–100		5	15		0	#
Percentage of Tested Scoring 55–100		93%	92%		0%	#
Percentage of Tested Scoring 65–100		69%	83%		0%	#
Percentage of Tested Scoring 85–100		7%	23%		0%	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	32	15	14	0	0	0
Number Scoring 55–100	31	14	14	0	0	0
Number Scoring 65–100	31	14	14	0	0	0
Number Scoring 85–100	17	5	8	0	0	0
Percentage of Tested Scoring 55–100	97%	93%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	93%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	53%	33%	57%	0%	0%	0%
<b>Comprehensive Italian</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 German</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 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	39	38	46	0	0	0
Number Scoring 55–100	39	37	45	0	0	0
Number Scoring 65–100	37	37	43	0	0	0
Number Scoring 85–100	18	13	14	0	0	0
Percentage of Tested Scoring 55–100	100%	97%	98%	0%	0%	0%
Percentage of Tested Scoring 65–100	95%	97%	93%	0%	0%	0%
Percentage of Tested Scoring 85–100	46%	34%	30%	0%	0%	0%
<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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	90	37	0	0	1	0
Number Scoring 55–100	82	21	0	0	#	0
Number Scoring 65–100	69	17	0	0	#	0
Number Scoring 85–100	33	3	0	0	#	0
Percentage of Tested Scoring 55–100	91%	57%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	77%	46%	0%	0%	#	0%
Percentage of Tested Scoring 85–100	37%	8%	0%	0%	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	68	73	9	0	0	0
Number Scoring 55–100	62	61	7	0	0	0
Number Scoring 65–100	59	59	5	0	0	0
Number Scoring 85–100	22	29	0	0	0	0
Percentage of Tested Scoring 55–100	91%	84%	78%	0%	0%	0%
Percentage of Tested Scoring 65–100	87%	81%	56%	0%	0%	0%
Percentage of Tested Scoring 85–100	32%	40%	0%	0%	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	39	100%	46	100%	0	0%
Students with Disabilities	6	83%	8	100%	0	0%

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
<b>Nov 2002</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 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%

(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
<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

## 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	90	90	90	8	8	8	98	98	98
Number Scoring 55–64	2	5	0	0	1	1	2	6	1
Number Scoring 65–84	61	44	58	5	4	6	66	48	64
Number Scoring 85–100	25	36	30	1	0	0	26	36	30
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)