

# 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	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	311	371	379
Tenth	340	306	362
Eleventh	308	338	297
Twelfth	298	310	325
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1257	1325	1363

## 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	81	6.4%	85	6.4%	83	6.1%
Black (Not Hispanic)	66	5.3%	75	5.7%	78	5.7%
Hispanic	96	7.6%	110	8.3%	112	8.2%
White (Not Hispanic)	1014	80.7%	1055	79.6%	1090	80.0%

## 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	18	21	25
Mathematics Grade 10	19	20	22
Science Grade 10	21	23	23
Social Studies Grade 10	21	22	24

(Form – A)

### District Need to Resource Capacity Category

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

### Similar School Group and Description

Similar School Group	Description
54	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 higher 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	20	1.6%	19	1.4%	33	2.4%
Eligible for Free Lunch	57	4.5%	62	4.7%	66	4.8%

### 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		95.2%		95.2%		95.1%
Student Suspensions	68	5.6%	60	4.8%	61	4.6%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.1%	2.7%	2.6%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	99%	97%	98%

### Staff Counts

Staff	2002–2003
Total Teachers	113
Total Other Professional Staff	14
Total Paraprofessionals	NA
Teaching Out of Certification*	8
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	242	179	74%	257	200	78%	279	193	69%
Students with Disabilities	30	4	13%	20	6	30%	25	4	16%
All Students	272	183	67%	277	206	74%	304	197	65%

\*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	198	67	2	2	28	7
Percent	65%	22%	1%	1%	9%	2%

## 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)
25	4	6	31

\*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			29		17	
	Entered GED Program*			0		3	
	Total Noncompleters			29		20	
Students with Disabilities	Dropped Out			1		2	
	Entered GED Program*			0		0	
	Total Noncompleters			1		2	
All Students	Dropped Out	10	0.8%	30	2.3%	19	1.4%
	Entered GED Program*	5	0.4%	0	0.0%	3	0.2%
	Total Noncompleters	15	1.2%	30	2.3%	22	1.6%

\*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		225	984
	Number of Students with Disabilities		146	36
	Number of All Students		371	1020
	Percent of Enrollment		28%	75%

## 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%	5	100%
Science	4	#	0	0%	1	#
Reading	0	0%	0	0%	2	#
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	5	80%
U.S. Hist & Gov't	8	88%	0	0%	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	0	0%	2	#
Science	3	#	0	0%	7	43%
Reading	1	#	0	0%	3	#
Writing	2	#	0	0%	3	#
Global Studies	2	#	0	0%	7	71%
U.S. Hist & Gov't	5	60%	0	0%	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	292	318	284	28	15	25
Number Scoring 55–100	289	309	274	26	15	22
Number Scoring 65–100	284	296	260	26	12	21
Number Scoring 85–100	196	193	180	4	4	2
Percentage of Tested Scoring 55–100	99%	97%	96%	93%	100%	88%
Percentage of Tested Scoring 65–100	97%	93%	92%	93%	80%	84%
Percentage of Tested Scoring 85–100	67%	61%	63%	14%	27%	8%
<b>Mathematics A</b>						
Number Tested	109	83	395	25	17	21
Number Scoring 55–100	81	58	369	15	13	15
Number Scoring 65–100	57	39	346	12	7	15
Number Scoring 85–100	4	5	106	0	2	1
Percentage of Tested Scoring 55–100	74%	70%	93%	60%	76%	71%
Percentage of Tested Scoring 65–100	52%	47%	88%	48%	41%	71%
Percentage of Tested Scoring 85–100	4%	6%	27%	0%	12%	5%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	298	286	356	24	23	16
Number Scoring 55–100	298	283	344	24	23	13
Number Scoring 65–100	293	268	334	24	19	10
Number Scoring 85–100	188	126	163	5	1	2
Percentage of Tested Scoring 55–100	100%	99%	97%	100%	100%	81%
Percentage of Tested Scoring 65–100	98%	94%	94%	100%	83%	62%
Percentage of Tested Scoring 85–100	63%	44%	46%	21%	4%	12%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	289	318	297	27	16	28
Number Scoring 55–100	277	308	292	20	15	28
Number Scoring 65–100	267	273	281	16	9	27
Number Scoring 85–100	174	124	167	4	1	11
Percentage of Tested Scoring 55–100	96%	97%	98%	74%	94%	100%
Percentage of Tested Scoring 65–100	92%	86%	95%	59%	56%	96%
Percentage of Tested Scoring 85–100	60%	39%	56%	15%	6%	39%

(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	208	333	254	8	31	25
Number Scoring 55–100	208	333	249	8	31	24
Number Scoring 65–100	208	322	236	8	30	16
Number Scoring 85–100	106	113	92	2	4	1
Percentage of Tested Scoring 55–100	100%	100%	98%	100%	100%	96%
Percentage of Tested Scoring 65–100	100%	97%	93%	100%	97%	64%
Percentage of Tested Scoring 85–100	51%	34%	36%	25%	13%	4%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	234	279	355	8	3	22
Number Scoring 55–100	231	279	347	8	#	21
Number Scoring 65–100	222	276	327	6	#	20
Number Scoring 85–100	115	160	174	0	#	6
Percentage of Tested Scoring 55–100	99%	100%	98%	100%	#	95%
Percentage of Tested Scoring 65–100	95%	99%	92%	75%	#	91%
Percentage of Tested Scoring 85–100	49%	57%	49%	0%	#	27%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		225	262		5	7
Number Scoring 55–100		223	257		5	6
Number Scoring 65–100		194	236		3	6
Number Scoring 85–100		43	61		2	0
Percentage of Tested Scoring 55–100		99%	98%		100%	86%
Percentage of Tested Scoring 65–100		86%	90%		60%	86%
Percentage of Tested Scoring 85–100		19%	23%		40%	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	60	59	49	2	1	1
Number Scoring 55–100	60	57	49	#	#	#
Number Scoring 65–100	58	57	48	#	#	#
Number Scoring 85–100	46	36	31	#	#	#
Percentage of Tested Scoring 55–100	100%	97%	100%	#	#	#
Percentage of Tested Scoring 65–100	97%	97%	98%	#	#	#
Percentage of Tested Scoring 85–100	77%	61%	63%	#	#	#
<b>Comprehensive Italian</b>						
Number Tested	18	22	21	0	0	0
Number Scoring 55–100	18	22	21	0	0	0
Number Scoring 65–100	18	22	21	0	0	0
Number Scoring 85–100	10	13	13	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	56%	59%	62%	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	169	157	211	7	6	10
Number Scoring 55–100	168	153	206	7	6	8
Number Scoring 65–100	168	153	196	7	6	6
Number Scoring 85–100	107	88	94	3	1	1
Percentage of Tested Scoring 55–100	99%	97%	98%	100%	100%	80%
Percentage of Tested Scoring 65–100	99%	97%	93%	100%	100%	60%
Percentage of Tested Scoring 85–100	63%	56%	45%	43%	17%	10%
<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	244	224	30	7	8	3
Number Scoring 55–100	238	203	21	6	3	#
Number Scoring 65–100	229	190	18	6	3	#
Number Scoring 85–100	139	105	8	2	0	#
Percentage of Tested Scoring 55–100	98%	91%	70%	86%	38%	#
Percentage of Tested Scoring 65–100	94%	85%	60%	86%	38%	#
Percentage of Tested Scoring 85–100	57%	47%	27%	29%	0%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	227	220	204	7	3	5
Number Scoring 55–100	211	205	186	7	#	4
Number Scoring 65–100	197	201	175	7	#	2
Number Scoring 85–100	109	113	79	1	#	0
Percentage of Tested Scoring 55–100	93%	93%	91%	100%	#	80%
Percentage of Tested Scoring 65–100	87%	91%	86%	100%	#	40%
Percentage of Tested Scoring 85–100	48%	51%	39%	14%	#	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	20	100%	0	0%	21	81%
Students with Disabilities	9	78%	0	0%	3	#

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	304	304	304	28	28	28	332	332	332
Number Scoring 55–64	8	26	7	1	6	3	9	32	10
Number Scoring 65–84	90	139	126	17	13	16	107	152	142
Number Scoring 85–100	184	119	151	5	2	4	189	121	155
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)