

New York State District Report Card Comprehensive Information Report

BEDS Code : 53-02-02-06-0000
 Name : Scotia-Glenville Central School District
 Superintendent: Mr. Michael J. Marcelle

Grade Range :

Fall Enrollment

Grade	1999–2000	2000–2001	2001–2002
Pre-K	0	0	0
Kindergarten	200	210	182
First	197	230	227
Second	247	189	207
Third	231	254	198
Fourth	254	226	253
Fifth	236	262	242
Sixth	243	239	264
Ungraded Elementary	0	0	0
Seventh	221	246	255
Eighth	241	221	247
Ninth	289	281	270
Tenth	249	255	260
Eleventh	193	245	238
Twelfth	232	199	195
Ungraded Secondary	0	3	0
Total K-12 Enrollment	3033	3060	3038

Student Racial/Ethnic Origin

Race/Ethnicity	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	62	2.0%	67	2.2%	56	1.8%
Black (Not Hispanic)	26	0.9%	39	1.3%	38	1.3%
Hispanic	46	1.5%	47	1.5%	35	1.2%
White (Not Hispanic)	2899	95.6%	2907	95.0%	2909	95.8%

Limited English Proficient Students (also known as English language learners)

1999–2000		2000–2001		2001–2002	
No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
14	0.5%	25	0.8%	22	0.7%

Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
Kindergarten	17	16	12
Common Branch	22	21	21
English Grade 8	23	24	26
Mathematics Grade 8	24	25	28
Science Grade 8	27	27	26
Social Studies Grade 8	24	27	25
English Grade 10	24	22	22
Mathematics Grade 10	23	14	19
Science Grade 10	25	20	20
Social Studies Grade 10	23	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).

Attendance and Suspension

	1998–1999		1999–2000		2000–2001	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.3%		93.9%		92.9%
Student Suspensions	68	2.2%	74	2.4%	80	2.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	1999–2000	2000–2001	2001–2002
Free Lunch	7.1%	6.7%	6.7%
Reduced Lunch	3.8%	4.5%	5.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2001–2002
Total Teachers	227
Total Other Professional Staff	43
Total Paraprofessionals	46
Teaching out of Certification*	14
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*

	1999–2000			2000–2001			2001–2002		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	195	128	66%	174	119	68%	207	152	73%
Students with Disabilities	12	2	17%	5	2	40%	11	2	18%
All Students	207	130	63%	179	121	68%	218	154	71%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Data reported for the 1999–2000 and 2000–2001 school years include August, January, and June graduates. Data reported for the 2001–2002 school year include only January and June graduates.

Distribution of 2001–2002 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	128	66	1	2	16	5
Percent	59%	30%	0%	1%	7%	2%

Number of High School Completers with Disabilities in 2001–2002

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2001–2002 Completers (a+c)
11	2	8	19

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		1999–2000		2000–2001		2001–2002	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out					0	0.0%
	Entered GED Program*					0	0.0%
	Total Noncompleters					0	0.0%
Students with Disabilities	Dropped Out					0	0.0%
	Entered GED Program*					1	0.1%
	Total Noncompleters					1	0.1%
All Students	Dropped Out	17	1.8%	4	0.4%	0	0.0%
	Entered GED Program*	4	0.4%	2	0.2%	1	0.1%
	Total Noncompleters	21	2.2%	6	0.6%	1	0.1%

*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)

Regents Competency Tests

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	9	56%	4	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	9	44%	1	#	0	0%
U.S. Hist & Gov't	26	88%	2	#	0	0%

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	10	90%	8	100%	16	31%
Science	18	56%	6	67%	8	12%
Reading	1	#	1	#	8	25%
Writing	1	#	1	#	10	30%
Global Studies	6	17%	5	40%	25	40%
U.S. Hist & Gov't	4	#	3	#	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Comprehensive English						
Number Tested	195	226	236	14	13	16
Number Scoring 55–100	194	226	224	13	13	13
Number Scoring 65–100	181	212	202	11	8	7
Number Scoring 85–100	33	96	112	0	2	3
Percentage of Tested Scoring 55–100	99%	100%	95%	93%	100%	81%
Percentage of Tested Scoring 65–100	93%	94%	86%	79%	62%	44%
Percentage of Tested Scoring 85–100	17%	42%	47%	0%	15%	19%
Sequential Mathematics, Course I (last administered January 2002)						
Number Tested	24	3	0	6	3	0
Number Scoring 55–100	21	#	0	3	#	0
Number Scoring 65–100	17	#	0	2	#	0
Number Scoring 85–100	5	#	0	0	#	0
Percentage of Tested Scoring 55–100	88%	#	0%	50%	#	0%
Percentage of Tested Scoring 65–100	71%	#	0%	33%	#	0%
Percentage of Tested Scoring 85–100	21%	#	0%	0%	#	0%
Mathematics A						
Number Tested	85	276	277	15	15	32
Number Scoring 55–100	61	249	240	8	14	18
Number Scoring 65–100	32	213	196	3	8	11
Number Scoring 85–100	1	117	65	0	2	1
Percentage of Tested Scoring 55–100	72%	90%	87%	53%	93%	56%
Percentage of Tested Scoring 65–100	38%	77%	71%	20%	53%	34%
Percentage of Tested Scoring 85–100	1%	42%	23%	0%	13%	3%
Global Studies (last administered January 2000)						
Number Tested	13			1		
Number Scoring 55–100	10			#		
Number Scoring 65–100	6			#		
Number Scoring 85–100	1			#		
Percentage of Tested Scoring 55–100	77%			#		
Percentage of Tested Scoring 65–100	46%			#		
Percentage of Tested Scoring 85–100	8%			#		
Global History and Geography (first administered June 2000)						
Number Tested	242	266	244	22	20	33
Number Scoring 55–100	233	262	224	16	17	26
Number Scoring 65–100	227	244	199	16	12	15
Number Scoring 85–100	120	118	62	5	2	0
Percentage of Tested Scoring 55–100	96%	98%	92%	73%	85%	79%
Percentage of Tested Scoring 65–100	94%	92%	82%	73%	60%	45%
Percentage of Tested Scoring 85–100	50%	44%	25%	23%	10%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
U.S. History and Government (last administered January 2001)						
Number Tested	173	6		7	0	
Number Scoring 55–100	169	5		6	0	
Number Scoring 65–100	155	3		5	0	
Number Scoring 85–100	73	0		0	0	
Percentage of Tested Scoring 55–100	98%	83%		86%	0%	
Percentage of Tested Scoring 65–100	90%	50%		71%	0%	
Percentage of Tested Scoring 85–100	42%	0%		0%	0%	
U.S. History and Government (first administered June 2001)						
Number Tested		235	246		11	13
Number Scoring 55–100		222	232		10	13
Number Scoring 65–100		206	200		7	10
Number Scoring 85–100		125	87		1	1
Percentage of Tested Scoring 55–100		94%	94%		91%	100%
Percentage of Tested Scoring 65–100		88%	81%		64%	77%
Percentage of Tested Scoring 85–100		53%	35%		9%	8%
Living Environment (first administered June 2001)						
Number Tested		225	0		13	0
Number Scoring 55–100		224	0		13	0
Number Scoring 65–100		219	0		12	0
Number Scoring 85–100		96	0		3	0
Percentage of Tested Scoring 55–100		100%	0%		100%	0%
Percentage of Tested Scoring 65–100		97%	0%		92%	0%
Percentage of Tested Scoring 85–100		43%	0%		23%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested		196	168		5	12
Number Scoring 55–100		196	158		5	10
Number Scoring 65–100		191	155		5	9
Number Scoring 85–100		122	77		0	3
Percentage of Tested Scoring 55–100		100%	94%		100%	83%
Percentage of Tested Scoring 65–100		97%	92%		100%	75%
Percentage of Tested Scoring 85–100		62%	46%		0%	25%

(Form – G)

Average Grade Enrollment

All Students

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	281	251	195	228	239
2001	278	267	244	203	248
2002	278	277	267	252	269

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

Students with Disabilities

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	33	24	17	19	23
2001	52	30	26	18	32
2002	27	42	21	23	28

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	239	248	269	23	32	28
Comprehensive French						
Number Tested	21	35	35	0	0	0
Number Scoring 55–100	21	34	34	0	0	0
Number Scoring 65–100	21	34	31	0	0	0
Number Scoring 85–100	11	19	9	0	0	0
Percentage of AGE Tested	9%	14%	13%	0%	0%	0%
Percentage of AGE Scoring 55–100	9%	14%	13%	0%	0%	0%
Percentage of AGE Scoring 65–100	9%	14%	12%	0%	0%	0%
Percentage of AGE Scoring 85–100	5%	8%	3%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	97%	89%	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	1	52	0	0	0	0
Number Scoring 55–100	#	52	0	0	0	0
Number Scoring 65–100	#	51	0	0	0	0
Number Scoring 85–100	#	23	0	0	0	0
Percentage of AGE Tested	#	21%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	#	21%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	#	21%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	#	9%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	98%	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – I)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	239	248	269	23	32	28
Comprehensive Spanish						
Number Tested	51	63	77	0	1	1
Number Scoring 55–100	51	63	76	0	#	#
Number Scoring 65–100	51	63	76	0	#	#
Number Scoring 85–100	24	53	40	0	#	#
Percentage of AGE Tested	21%	25%	29%	0%	#	#
Percentage of AGE Scoring 55–100	21%	25%	28%	0%	#	#
Percentage of AGE Scoring 65–100	21%	25%	28%	0%	#	#
Percentage of AGE Scoring 85–100	10%	21%	15%	0%	#	#
Percentage of Tested Scoring 65–100	100%	100%	99%	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – J)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	239	248	269	23	32	28
Sequential Mathematics, Course II						
Number Tested	197	16	0	5	0	0
Number Scoring 55–100	186	12	0	3	0	0
Number Scoring 65–100	180	10	0	3	0	0
Number Scoring 85–100	118	1	0	1	0	0
Percentage of AGE Tested	82%	6%	0%	22%	0%	0%
Percentage of AGE Scoring 55–100	78%	5%	0%	13%	0%	0%
Percentage of AGE Scoring 65–100	75%	4%	0%	13%	0%	0%
Percentage of AGE Scoring 85–100	49%	0%	0%	4%	0%	0%
Percentage of Tested Scoring 65–100	91%	62%	0%	60%	0%	0%
Sequential Mathematics, Course III						
Number Tested	129	168	135	1	0	3
Number Scoring 55–100	112	157	128	#	0	#
Number Scoring 65–100	112	152	119	#	0	#
Number Scoring 85–100	73	97	70	#	0	#
Percentage of AGE Tested	54%	68%	50%	#	0%	#
Percentage of AGE Scoring 55–100	47%	63%	48%	#	0%	#
Percentage of AGE Scoring 65–100	47%	61%	44%	#	0%	#
Percentage of AGE Scoring 85–100	31%	39%	26%	#	0%	#
Percentage of Tested Scoring 65–100	87%	90%	88%	#	0%	#
Mathematics B (first administered June 2001)						
Number Tested		0	14		0	0
Number Scoring 55–100		0	14		0	0
Number Scoring 65–100		0	14		0	0
Number Scoring 85–100		0	13		0	0
Percentage of AGE Tested		0%	5%		0%	0%
Percentage of AGE Scoring 55–100		0%	5%		0%	0%
Percentage of AGE Scoring 65–100		0%	5%		0%	0%
Percentage of AGE Scoring 85–100		0%	5%		0%	0%
Percentage of Tested Scoring 65–100		0%	100%		0%	0%

(Form – K)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	239	248	269	23	32	28
Earth Science (last administered January 2001)						
Number Tested	54	4		0	2	
Number Scoring 55–100	52	#		0	#	
Number Scoring 65–100	45	#		0	#	
Number Scoring 85–100	35	#		0	#	
Percentage of AGE Tested	23%	#		0%	#	
Percentage of AGE Scoring 55–100	22%	#		0%	#	
Percentage of AGE Scoring 65–100	19%	#		0%	#	
Percentage of AGE Scoring 85–100	15%	#		0%	#	
Percentage of Tested Scoring 65–100	83%	#		0%	#	
Biology (last administered January 2001)						
Number Tested	2	29		0	7	
Number Scoring 55–100	#	22		0	4	
Number Scoring 65–100	#	8		0	3	
Number Scoring 85–100	#	0		0	0	
Percentage of AGE Tested	#	12%		0%	22%	
Percentage of AGE Scoring 55–100	#	9%		0%	12%	
Percentage of AGE Scoring 65–100	#	3%		0%	9%	
Percentage of AGE Scoring 85–100	#	0%		0%	0%	
Percentage of Tested Scoring 65–100	#	28%		0%	43%	
Chemistry (last administered January 2002)						
Number Tested	108	148	7	1	2	1
Number Scoring 55–100	108	146	6	#	#	#
Number Scoring 65–100	101	136	5	#	#	#
Number Scoring 85–100	46	72	0	#	#	#
Percentage of AGE Tested	45%	60%	3%	#	#	#
Percentage of AGE Scoring 55–100	45%	59%	2%	#	#	#
Percentage of AGE Scoring 65–100	42%	55%	2%	#	#	#
Percentage of AGE Scoring 85–100	19%	29%	0%	#	#	#
Percentage of Tested Scoring 65–100	94%	92%	71%	#	#	#

(Form – L)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	239	248	269	23	32	28
Physics (last administered January 2002)						
Number Tested	86	77	0	1	1	0
Number Scoring 55–100	86	76	0	#	#	0
Number Scoring 65–100	80	71	0	#	#	0
Number Scoring 85–100	29	31	0	#	#	0
Percentage of AGE Tested	36%	31%	0%	#	#	0%
Percentage of AGE Scoring 55–100	36%	31%	0%	#	#	0%
Percentage of AGE Scoring 65–100	33%	29%	0%	#	#	0%
Percentage of AGE Scoring 85–100	12%	12%	0%	#	#	0%
Percentage of Tested Scoring 65–100	93%	92%	0%	#	#	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested			137			0
Number Scoring 55–100			131			0
Number Scoring 65–100			120			0
Number Scoring 85–100			21			0
Percentage of AGE Tested			51%			0%
Percentage of AGE Scoring 55–100			49%			0%
Percentage of AGE Scoring 65–100			45%			0%
Percentage of AGE Scoring 85–100			8%			0%
Percentage of Tested Scoring 65–100			88%			0%
Physical Setting/Physics (first administered June 2002)						
Number Tested			85			1
Number Scoring 55–100			82			#
Number Scoring 65–100			71			#
Number Scoring 85–100			15			#
Percentage of AGE Tested			32%			#
Percentage of AGE Scoring 55–100			30%			#
Percentage of AGE Scoring 65–100			26%			#
Percentage of AGE Scoring 85–100			6%			#
Percentage of Tested Scoring 65–100			84%			#

(Form – M)

Introduction to Occupations Examination

	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	71	99%	118	100%	114	92%
Students with Disabilities	9	89%	10	80%	19	84%

On school reports, 1999–2000 and 2000–2001 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 1999–2000, 2000–2001, and 2001–2002 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2001	General-Education Students	217	0%	2%	42%	56%
	Students with Disabilities	26	0%	0%	69%	31%
	All Students	243	0%	2%	45%	53%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2002	General-Education Students	199	0%	13%	74%	13%
	Students with Disabilities	30	0%	60%	37%	3%
	All Students	229	0%	19%	69%	12%

(Form – N)

New York State Alternate Assessments (NYSAA) 2001–2002

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
English Language Arts	1	0	#	#	#	#
Mathematics, Science, & Technology	1	0	#	#	#	#
Health, Phys, Ed., & Fam. & Cons. Sci.	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Middle Level						
English Language Arts	2	0	#	#	#	#
Mathematics, Science, & Technology	2	0	#	#	#	#
Health, Phys, Ed., & Fam. & Cons. Sci.	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys, Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0

1998 Cohort Performance on Regents Examinations after Four Years

	General-Education Students		Students with Disabilities		All Students	
	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't
Cohort Enrollment	214	214	15	15	229	229
Number Scoring 55–64	3	10	2	2	5	12
Number Scoring 65–84	93	72	7	4	100	76
Number Scoring 85–100	112	118	2	2	114	120
Approved Alternatives	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations in Science after Three Years

	General-Education Students	Students with Disabilities	All Students
Cohort Enrollment	227	22	249
Number Scoring 55–64	8	2	10
Number Scoring 65–84	76	4	80
Number Scoring 85–100	113	0	113
Approved Alternatives	0	0	0

(Form – O)