

New York State District Report Card Comprehensive Information Report

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

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	182	189	159
First	227	196	193
Second	207	210	180
Third	198	212	218
Fourth	253	200	217
Fifth	242	247	212
Sixth	264	249	244
Ungraded Elementary	0	0	0
Seventh	255	280	255
Eighth	247	254	279
Ninth	270	269	264
Tenth	260	226	225
Eleventh	238	228	216
Twelfth	195	251	243
Ungraded Secondary	0	0	47
Total K-12 Enrollment	3038	3011	2952

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	56	1.8%	41	1.4%	38	1.3%
Black (Not Hispanic)	38	1.3%	34	1.1%	36	1.2%
Hispanic	35	1.2%	26	0.9%	43	1.5%
White (Not Hispanic)	2909	95.8%	2910	96.6%	2835	96.0%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	12	11	9
Common Branch	21	20	20
English Grade 8	26	26	27
Mathematics Grade 8	28	27	27
Science Grade 8	26	29	27
Social Studies Grade 8	25	27	28
English Grade 10	22	22	22
Mathematics Grade 10	19	23	24
Science Grade 10	20	21	22
Social Studies Grade 10	23	24	26

(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	22	0.7%	17	0.6%	15	0.5%
Eligible for Free Lunch	191	6.7%	186	6.6%	227	8.1%

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		92.9%		93.1%		94.3%
Student Suspensions	80	2.6%	61	2.0%	95	3.2%

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

	2001-02	2002-03	2003-04
Reduced Lunch	5.3%	5.6%	4.8%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	220
Total Other Professional Staff	43
Total Paraprofessionals	58
Teaching Out of Certification*	5

*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	207	152	73%	212	156	74%	150	149	99%
Students with Disabilities	11	2	18%	3	1	33%	6	6	100%
All Students	218	154	71%	215	157	73%	156	155	99%

*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	98	51	1	1	3	2
Percent	63%	33%	1%	1%	2%	1%

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)
6	6	29	35

*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	0		13		25	2.9%
	Entered GED Program*	0		8		12	1.4%
	Total Noncompleters	0		21		37	4.3%
Students with Disabilities	Dropped Out	0		3		2	1.3%
	Entered GED Program*	1		3		2	1.3%
	Total Noncompleters	1		6		4	2.7%
All Students	Dropped Out	0	0.0%	16	1.6%	27	2.7%
	Entered GED Program*	1	0.1%	11	1.1%	14	1.4%
	Total Noncompleters	1	0.1%	27	2.8%	41	4.1%

*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	216	223	684
	Number of Students with Disabilities	31	31	94
	Number of All Students	247	254	778
	Percent of Enrollment	32%	32%	98%
9-12	Number of General-Education Students	857	860	906
	Number of Students with Disabilities	106	114	134
	Number of All Students	963	974	1040
	Percent of Enrollment	100%	100%	106%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	145		
Completed and Passed Regents Exams	145	100%	77%
Completed and had Course Average of 75% or More	145	100%	81%
Completed and Attained a HS Diploma or Equivalent	145	100%	96%
Completed and Whose Status is Known	145		
Completed and Were Successfully Placed	145	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	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	2001-02		2002-03		2003-04	
	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%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	4	#	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	1	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	16	31%	18	83%	13	46%
Science	8	13%	5	20%	10	40%
Reading	8	25%	4	#	15	60%
Writing	10	30%	5	40%	16	81%
Global Studies	25	40%	17	53%	1	#
U.S. Hist & Gov't	3	#	1	#	9	44%

(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	236	216	212	16	25	18
Number Scoring 55-100	224	210	204	13	22	14
Number Scoring 65-100	202	192	196	7	15	12
Number Scoring 85-100	112	84	110	3	1	3
Percentage of Tested Scoring 55-100	95%	97%	96%	81%	88%	78%
Percentage of Tested Scoring 65-100	86%	89%	92%	44%	60%	67%
Percentage of Tested Scoring 85-100	47%	39%	52%	19%	4%	17%
Mathematics A						
Number Tested	277	248	258	32	27	27
Number Scoring 55-100	240	222	251	18	20	23
Number Scoring 65-100	196	203	229	11	10	20
Number Scoring 85-100	65	84	110	1	2	1
Percentage of Tested Scoring 55-100	87%	90%	97%	56%	74%	85%
Percentage of Tested Scoring 65-100	71%	82%	89%	34%	37%	74%
Percentage of Tested Scoring 85-100	23%	34%	43%	3%	7%	4%
Mathematics B						
Number Tested	14	109	118	0	2	2
Number Scoring 55-100	14	106	114	0	#	#
Number Scoring 65-100	14	99	106	0	#	#
Number Scoring 85-100	13	26	45	0	#	#
Percentage of Tested Scoring 55-100	100%	97%	97%	0%	#	#
Percentage of Tested Scoring 65-100	100%	91%	90%	0%	#	#
Percentage of Tested Scoring 85-100	93%	24%	38%	0%	#	#
Global History and Geography						
Number Tested	244	228	258	33	22	29
Number Scoring 55-100	224	211	234	26	18	23
Number Scoring 65-100	199	190	203	15	13	17
Number Scoring 85-100	62	83	84	0	3	3
Percentage of Tested Scoring 55-100	92%	93%	91%	79%	82%	79%
Percentage of Tested Scoring 65-100	82%	83%	79%	45%	59%	59%
Percentage of Tested Scoring 85-100	25%	36%	33%	0%	14%	10%
U.S. History and Government						
Number Tested	246	230	210	13	24	20
Number Scoring 55-100	232	225	199	13	22	16
Number Scoring 65-100	200	221	189	10	22	11
Number Scoring 85-100	87	116	116	1	6	3
Percentage of Tested Scoring 55-100	94%	98%	95%	100%	92%	80%
Percentage of Tested Scoring 65-100	81%	96%	90%	77%	92%	55%
Percentage of Tested Scoring 85-100	35%	50%	55%	8%	25%	15%

(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	0	291	246	0	23	20
Number Scoring 55-100	0	286	245	0	23	20
Number Scoring 65-100	0	269	231	0	20	16
Number Scoring 85-100	0	101	86	0	4	2
Percentage of Tested Scoring 55-100	0%	98%	100%	0%	100%	100%
Percentage of Tested Scoring 65-100	0%	92%	94%	0%	87%	80%
Percentage of Tested Scoring 85-100	0%	35%	35%	0%	17%	10%
Physical Setting/Earth Science						
Number Tested	168	148	220	12	9	14
Number Scoring 55-100	158	148	209	10	9	12
Number Scoring 65-100	155	146	189	9	9	8
Number Scoring 85-100	77	84	72	3	2	3
Percentage of Tested Scoring 55-100	94%	100%	95%	83%	100%	86%
Percentage of Tested Scoring 65-100	92%	99%	86%	75%	100%	57%
Percentage of Tested Scoring 85-100	46%	57%	33%	25%	22%	21%
Physical Setting/Chemistry						
Number Tested	137	145	140	0	4	3
Number Scoring 55-100	131	141	137	0	#	#
Number Scoring 65-100	120	126	119	0	#	#
Number Scoring 85-100	21	25	23	0	#	#
Percentage of Tested Scoring 55-100	96%	97%	98%	0%	#	#
Percentage of Tested Scoring 65-100	88%	87%	85%	0%	#	#
Percentage of Tested Scoring 85-100	15%	17%	16%	0%	#	#
Physical Setting/Physics						
Number Tested			85			1
Number Scoring 55-100			83			#
Number Scoring 65-100			76			#
Number Scoring 85-100			31			#
Percentage of Tested Scoring 55-100			98%			#
Percentage of Tested Scoring 65-100			89%			#
Percentage of Tested Scoring 85-100			36%			#

* 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	35	30	34	0	0	0
Number Scoring 55-100	34	29	34	0	0	0
Number Scoring 65-100	31	29	34	0	0	0
Number Scoring 85-100	9	15	16	0	0	0
Percentage of Tested Scoring 55-100	97%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	89%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	26%	50%	47%	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	48	0	0	2	0
Number Scoring 55-100	0	47	0	0	#	0
Number Scoring 65-100	0	45	0	0	#	0
Number Scoring 85-100	0	21	0	0	#	0
Percentage of Tested Scoring 55-100	0%	98%	0%	0%	#	0%
Percentage of Tested Scoring 65-100	0%	94%	0%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	44%	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	77	66	65	1	2	0
Number Scoring 55-100	76	66	65	#	#	0
Number Scoring 65-100	76	66	64	#	#	0
Number Scoring 85-100	40	40	38	#	#	0
Percentage of Tested Scoring 55-100	99%	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	99%	100%	98%	#	#	0%
Percentage of Tested Scoring 85-100	52%	61%	58%	#	#	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	135	22	17	3	0	1
Number Scoring 55-100	128	22	9	#	0	#
Number Scoring 65-100	119	16	5	#	0	#
Number Scoring 85-100	70	4	0	#	0	#
Percentage of Tested Scoring 55-100	95%	100%	53%	#	0%	#
Percentage of Tested Scoring 65-100	88%	73%	29%	#	0%	#
Percentage of Tested Scoring 85-100	52%	18%	0%	#	0%	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	114	92%	28	93%	8	100%
Students with Disabilities	19	84%	2	#	1	#

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	165	0%	1%	56%	44%
	Students with Disabilities	50	12%	8%	68%	12%
	All Students	215	3%	2%	59%	36%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	244	1%	27%	58%	14%
	Students with Disabilities	43	12%	74%	14%	0%
	All Students	287	2%	34%	51%	12%

(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	0	#	#	#	#
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	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	195	195	195	39	39	39	234	234	234
Number Scoring 55–64	8	4	3	10	2	1	18	6	4
Number Scoring 65–84	119	68	72	16	16	18	135	84	90
Number Scoring 85–100	63	112	117	0	6	4	63	118	121
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			2			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			2			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			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 2-4)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 5-6)						
Number Tested			1			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			1			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			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			5			1
Beginning (0-18)			0			#
Intermediate (19-31)			0			#
Advanced (32-36)			2			#
Proficient (37-39)			3			#
Reading and Writing (Grade 9-12)						
Number Tested			5			1
Beginning (0-14)			0			#
Intermediate (15-24)			2			#
Advanced (25-32)			3			#
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)