

# New York State District Report Card Comprehensive Information Report

BEDS Code: 63-03-00-01-0000  
 Name: Glens Falls City School District  
 Superintendent: Thomas F. McGowan

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	172	140	129
First	179	160	145
Second	182	176	157
Third	196	178	173
Fourth	201	192	179
Fifth	178	200	187
Sixth	225	193	211
Ungraded Elementary	12	23	13
Seventh	248	242	207
Eighth	243	253	244
Ninth	294	303	278
Tenth	200	199	231
Eleventh	177	182	183
Twelfth	166	166	185
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2673	2607	2522

## 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	18	0.7%	25	1.0%	29	1.1%
Black (Not Hispanic)	79	3.0%	71	2.7%	76	3.0%
Hispanic	39	1.5%	39	1.5%	44	1.7%
White (Not Hispanic)	2537	94.9%	2472	94.8%	2373	94.1%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	16	15	19
Common Branch	19	18	18
English Grade 8	23	22	22
Mathematics Grade 8	25	22	24
Science Grade 8	24	25	24
Social Studies Grade 8	23	24	23
English Grade 10	20	21	24
Mathematics Grade 10	21	22	19
Science Grade 10	19	18	17
Social Studies Grade 10	21	20	21

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	4	0.2%	3	0.1%	4	0.2%
<b>Eligible for Free Lunch</b>	482	18.0%	515	19.8%	431	17.1%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		94.4%		94.5%		93.7%
<b>Student Suspensions</b>	102	3.7%	128	4.8%	281	10.8%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	5.1%	5.3%	5.4%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	194
Total Other Professional Staff	37
Total Paraprofessionals	85
Teaching Out of Certification*	2

\*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	134	89	66%	149	106	71%	143	112	78%
Students with Disabilities	13	2	15%	9	1	11%	14	4	29%
All Students	147	91	62%	158	107	68%	157	116	74%

\*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	79	57	3	3	11	4
Percent	50%	36%	2%	2%	7%	3%

## 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)
14	4	7	21

\*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	9		6		7	0.9%
	Entered GED Program*	2		6		4	0.5%
	Total Noncompleters	11		12		11	1.3%
Students with Disabilities	Dropped Out	7		0		2	1.8%
	Entered GED Program*	4		4		3	2.7%
	Total Noncompleters	11		4		5	4.5%
All Students	Dropped Out	16	1.9%	6	0.7%	9	1.0%
	Entered GED Program*	6	0.7%	10	1.2%	7	0.8%
	Total Noncompleters	22	2.6%	16	1.9%	16	1.7%

\*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	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	0	0	194
	Number of Students with Disabilities	0	0	37
	Number of All Students	0	0	231
	Percent of Enrollment	0%	0%	26%

## 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 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	68	74%	78	83%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	100	89%	124	96%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	4	#	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%	2	#	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	6	100%	0	0%	1	#
Science	1	#	2	#	0	0%
Reading	2	#	0	0%	0	0%
Writing	1	#	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	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	2	#	1	#
Science	0	0%	0	0%	0	0%
Reading	2	#	3	#	4	#
Writing	2	#	2	#	3	#
Global Studies	0	0%	3	#	4	#
U.S. Hist & Gov't	3	#	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	163	171	165	12	11	5
Number Scoring 55-100	158	167	163	8	10	5
Number Scoring 65-100	152	151	160	6	8	5
Number Scoring 85-100	85	74	98	0	2	0
Percentage of Tested Scoring 55-100	97%	98%	99%	67%	91%	100%
Percentage of Tested Scoring 65-100	93%	88%	97%	50%	73%	100%
Percentage of Tested Scoring 85-100	52%	43%	59%	0%	18%	0%
<b>Mathematics A</b>						
Number Tested	36	165	231	12	3	7
Number Scoring 55-100	20	135	229	4	#	7
Number Scoring 65-100	6	111	217	0	#	6
Number Scoring 85-100	0	17	38	0	#	1
Percentage of Tested Scoring 55-100	56%	82%	99%	33%	#	100%
Percentage of Tested Scoring 65-100	17%	67%	94%	0%	#	86%
Percentage of Tested Scoring 85-100	0%	10%	16%	0%	#	14%
<b>Mathematics B</b>						
Number Tested	0	0	145	0	0	1
Number Scoring 55-100	0	0	118	0	0	#
Number Scoring 65-100	0	0	95	0	0	#
Number Scoring 85-100	0	0	31	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	81%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	66%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	21%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	176	169	203	17	6	13
Number Scoring 55-100	169	166	187	14	4	9
Number Scoring 65-100	157	155	174	11	3	9
Number Scoring 85-100	51	72	88	2	1	1
Percentage of Tested Scoring 55-100	96%	98%	92%	82%	67%	69%
Percentage of Tested Scoring 65-100	89%	92%	86%	65%	50%	69%
Percentage of Tested Scoring 85-100	29%	43%	43%	12%	17%	8%
<b>U.S. History and Government</b>						
Number Tested	169	167	158	12	12	4
Number Scoring 55-100	163	165	153	9	12	#
Number Scoring 65-100	149	162	149	5	12	#
Number Scoring 85-100	50	79	87	2	3	#
Percentage of Tested Scoring 55-100	96%	99%	97%	75%	100%	#
Percentage of Tested Scoring 65-100	88%	97%	94%	42%	100%	#
Percentage of Tested Scoring 85-100	30%	47%	55%	17%	25%	#

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	174	194	222	12	17	14
Number Scoring 55-100	172	185	218	11	12	13
Number Scoring 65-100	169	177	206	10	12	9
Number Scoring 85-100	51	69	83	1	2	2
Percentage of Tested Scoring 55-100	99%	95%	98%	92%	71%	93%
Percentage of Tested Scoring 65-100	97%	91%	93%	83%	71%	64%
Percentage of Tested Scoring 85-100	29%	36%	37%	8%	12%	14%
<b>Physical Setting/Earth Science</b>						
Number Tested	129	9	133	10	1	7
Number Scoring 55-100	128	9	122	10	#	5
Number Scoring 65-100	123	9	112	8	#	5
Number Scoring 85-100	52	5	33	2	#	2
Percentage of Tested Scoring 55-100	99%	100%	92%	100%	#	71%
Percentage of Tested Scoring 65-100	95%	100%	84%	80%	#	71%
Percentage of Tested Scoring 85-100	40%	56%	25%	20%	#	29%
<b>Physical Setting/Chemistry</b>						
Number Tested	92	2	134	1	0	2
Number Scoring 55-100	89	#	128	#	0	#
Number Scoring 65-100	72	#	98	#	0	#
Number Scoring 85-100	4	#	10	#	0	#
Percentage of Tested Scoring 55-100	97%	#	96%	#	0%	#
Percentage of Tested Scoring 65-100	78%	#	73%	#	0%	#
Percentage of Tested Scoring 85-100	4%	#	7%	#	0%	#
<b>Physical Setting/Physics</b>						
Number Tested			40			1
Number Scoring 55-100			40			#
Number Scoring 65-100			34			#
Number Scoring 85-100			10			#
Percentage of Tested Scoring 55-100			100%			#
Percentage of Tested Scoring 65-100			85%			#
Percentage of Tested Scoring 85-100			25%			#

\* 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
<b>Comprehensive French</b>						
Number Tested	58	0	54	1	0	0
Number Scoring 55-100	56	0	53	#	0	0
Number Scoring 65-100	55	0	51	#	0	0
Number Scoring 85-100	10	0	32	#	0	0
Percentage of Tested Scoring 55-100	97%	0%	98%	#	0%	0%
Percentage of Tested Scoring 65-100	95%	0%	94%	#	0%	0%
Percentage of Tested Scoring 85-100	17%	0%	59%	#	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	75	0	81	3	0	0
Number Scoring 55-100	72	0	81	#	0	0
Number Scoring 65-100	69	0	80	#	0	0
Number Scoring 85-100	31	0	40	#	0	0
Percentage of Tested Scoring 55-100	96%	0%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	92%	0%	99%	#	0%	0%
Percentage of Tested Scoring 85-100	41%	0%	49%	#	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	99	120	17	2	2	0
Number Scoring 55-100	90	96	10	#	#	0
Number Scoring 65-100	83	81	7	#	#	0
Number Scoring 85-100	47	25	1	#	#	0
Percentage of Tested Scoring 55-100	91%	80%	59%	#	#	0%
Percentage of Tested Scoring 65-100	84%	68%	41%	#	#	0%
Percentage of Tested Scoring 85-100	47%	21%	6%	#	#	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	8	100%	16	100%	16	100%
Students with Disabilities	4	#	2	#	4	#

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
<b>Nov 2003</b>	General-Education Students	163	1%	1%	50%	48%
	Students with Disabilities	25	36%	8%	44%	12%
	All Students	188	5%	2%	49%	44%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	206	0%	17%	60%	22%
	Students with Disabilities	34	12%	59%	24%	6%
	All Students	240	2%	23%	55%	20%

(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
<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	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	145	145	145	15	15	15	160	160	160
Number Scoring 55–64	4	1	2	1	0	2	5	1	4
Number Scoring 65–84	95	70	72	6	6	6	101	76	78
Number Scoring 85–100	45	70	70	2	2	2	47	72	72
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
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 9-12)</b>						
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 - L)