

New York State District Report Card Comprehensive Information Report

BEDS Code: 52-14-01-04-0000

Name: South Glens Falls Central School District

Superintendent: James P. Mccarthy

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	257	249	228
First	287	284	279
Second	249	272	267
Third	238	247	262
Fourth	254	242	240
Fifth	274	260	242
Sixth	247	280	254
Ungraded Elementary	38	31	34
Seventh	240	259	277
Eighth	243	233	251
Ninth	249	275	235
Tenth	218	220	265
Eleventh	218	213	216
Twelfth	172	193	197
Ungraded Secondary	22	54	22
Total K-12 Enrollment	3206	3312	3269

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	19	0.6%	6	0.2%	9	0.3%
Black (Not Hispanic)	16	0.5%	20	0.6%	21	0.6%
Hispanic	15	0.5%	11	0.3%	12	0.4%
White (Not Hispanic)	3156	98.4%	3275	98.9%	3227	98.7%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	21	21	20
Common Branch	22	21	22
English Grade 8	19	24	20
Mathematics Grade 8	22	23	19
Science Grade 8	22	24	21
Social Studies Grade 8	21	24	20
English Grade 10	24	19	20
Mathematics Grade 10	18	21	20
Science Grade 10	21	22	22
Social Studies Grade 10	21	20	18

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	2	0.1%	2	0.1%	0	0.0%
Eligible for Free Lunch	334	10.4%	269	8.1%	342	10.5%

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		95.7%		95.6%		95.4%
Student Suspensions	114	3.6%	113	3.5%	129	3.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.7%	7.6%	7.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	251
Total Other Professional Staff	23
Total Paraprofessionals	90
Teaching Out of Certification*	4
Teachers with Temporary Licenses	1

*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	135	85	63%	151	101	67%	169	113	67%
Students with Disabilities	6	0	0%	10	1	10%	11	1	9%
All Students	141	85	60%	161	102	63%	180	114	63%

*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	68	75	7	3	26	1
Percent	38%	42%	4%	2%	14%	1%

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)
11	1	8	19

*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			6		32	
	Entered GED Program*			0		3	
	Total Noncompleters			6		35	
Students with Disabilities	Dropped Out			14		10	
	Entered GED Program*			0		1	
	Total Noncompleters			14		11	
All Students	Dropped Out	0	0.0%	20	2.2%	42	4.5%
	Entered GED Program*	0	0.0%	0	0.0%	4	0.4%
	Total Noncompleters	0	0.0%	20	2.2%	46	4.9%

*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%	33%
2-3		0%	34%

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		412	480
	Number of Students with Disabilities		88	68
	Number of All Students		500	548
	Percent of Enrollment		63%	69%
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	79	92%	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	17	82%	0	0%	0	0%
Spanish	118	81%	0	0%	2	#

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	4	#	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	1	#	0	0%	1	#
Science	2	#	0	0%	2	#
Reading	0	0%	1	#	3	#
Writing	0	0%	0	0%	2	#
Global Studies	5	20%	0	0%	2	#
U.S. Hist & Gov't	9	67%	0	0%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	0	0%	11	45%
Science	3	#	0	0%	16	31%
Reading	0	0%	0	0%	4	#
Writing	0	0%	0	0%	5	40%
Global Studies	7	57%	0	0%	9	67%
U.S. Hist & Gov't	5	60%	0	0%	5	40%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	187	196	190	13	12	14
Number Scoring 55–100	185	188	182	12	7	9
Number Scoring 65–100	161	169	166	4	3	5
Number Scoring 85–100	33	66	70	0	0	1
Percentage of Tested Scoring 55–100	99%	96%	96%	92%	58%	64%
Percentage of Tested Scoring 65–100	86%	86%	87%	31%	25%	36%
Percentage of Tested Scoring 85–100	18%	34%	37%	0%	0%	7%
Mathematics A						
Number Tested	0	50	229	0	6	9
Number Scoring 55–100	0	43	200	0	6	8
Number Scoring 65–100	0	34	162	0	5	7
Number Scoring 85–100	0	11	29	0	0	2
Percentage of Tested Scoring 55–100	0%	86%	87%	0%	100%	89%
Percentage of Tested Scoring 65–100	0%	68%	71%	0%	83%	78%
Percentage of Tested Scoring 85–100	0%	22%	13%	0%	0%	22%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	247	201	250	18	14	18
Number Scoring 55–100	231	166	205	14	5	8
Number Scoring 65–100	194	144	156	9	4	6
Number Scoring 85–100	43	19	18	0	1	0
Percentage of Tested Scoring 55–100	94%	83%	82%	78%	36%	44%
Percentage of Tested Scoring 65–100	79%	72%	62%	50%	29%	33%
Percentage of Tested Scoring 85–100	17%	9%	7%	0%	7%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	198	199	217	13	14	15
Number Scoring 55–100	167	181	215	6	11	13
Number Scoring 65–100	130	152	194	2	5	10
Number Scoring 85–100	39	37	81	0	0	3
Percentage of Tested Scoring 55–100	84%	91%	99%	46%	79%	87%
Percentage of Tested Scoring 65–100	66%	76%	89%	15%	36%	67%
Percentage of Tested Scoring 85–100	20%	19%	37%	0%	0%	20%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	165	238	211	3	17	17
Number Scoring 55–100	165	209	209	#	11	16
Number Scoring 65–100	160	206	195	#	10	13
Number Scoring 85–100	44	68	33	#	0	1
Percentage of Tested Scoring 55–100	100%	88%	99%	#	65%	94%
Percentage of Tested Scoring 65–100	97%	87%	92%	#	59%	76%
Percentage of Tested Scoring 85–100	27%	29%	16%	#	0%	6%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	151	197	161	3	5	4
Number Scoring 55–100	147	179	156	#	5	#
Number Scoring 65–100	135	171	144	#	4	#
Number Scoring 85–100	68	79	52	#	0	#
Percentage of Tested Scoring 55–100	97%	91%	97%	#	100%	#
Percentage of Tested Scoring 65–100	89%	87%	89%	#	80%	#
Percentage of Tested Scoring 85–100	45%	40%	32%	#	0%	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		105	76		0	0
Number Scoring 55–100		91	70		0	0
Number Scoring 65–100		63	51		0	0
Number Scoring 85–100		6	11		0	0
Percentage of Tested Scoring 55–100		87%	92%		0%	0%
Percentage of Tested Scoring 65–100		60%	67%		0%	0%
Percentage of Tested Scoring 85–100		6%	14%		0%	0%
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	57	52	46	0	0	0
Number Scoring 55–100	57	50	46	0	0	0
Number Scoring 65–100	54	44	45	0	0	0
Number Scoring 85–100	24	18	12	0	0	0
Percentage of Tested Scoring 55–100	100%	96%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	95%	85%	98%	0%	0%	0%
Percentage of Tested Scoring 85–100	42%	35%	26%	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	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 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	69	56	58	0	0	1
Number Scoring 55–100	66	54	56	0	0	#
Number Scoring 65–100	62	51	53	0	0	#
Number Scoring 85–100	23	19	35	0	0	#
Percentage of Tested Scoring 55–100	96%	96%	97%	0%	0%	#
Percentage of Tested Scoring 65–100	90%	91%	91%	0%	0%	#
Percentage of Tested Scoring 85–100	33%	34%	60%	0%	0%	#
Comprehensive Latin						
Number Tested	30	20	7	0	0	0
Number Scoring 55–100	30	19	7	0	0	0
Number Scoring 65–100	27	17	6	0	0	0
Number Scoring 85–100	6	6	1	0	0	0
Percentage of Tested Scoring 55–100	100%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	90%	85%	86%	0%	0%	0%
Percentage of Tested Scoring 85–100	20%	30%	14%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	172	172	26	0	2	1
Number Scoring 55–100	159	151	21	0	#	#
Number Scoring 65–100	144	130	17	0	#	#
Number Scoring 85–100	73	51	7	0	#	#
Percentage of Tested Scoring 55–100	92%	88%	81%	0%	#	#
Percentage of Tested Scoring 65–100	84%	76%	65%	0%	#	#
Percentage of Tested Scoring 85–100	42%	30%	27%	0%	#	#
Sequential Mathematics, Course III						
Number Tested	129	130	49	0	0	0
Number Scoring 55–100	116	105	32	0	0	0
Number Scoring 65–100	106	96	28	0	0	0
Number Scoring 85–100	57	54	10	0	0	0
Percentage of Tested Scoring 55–100	90%	81%	65%	0%	0%	0%
Percentage of Tested Scoring 65–100	82%	74%	57%	0%	0%	0%
Percentage of Tested Scoring 85–100	44%	42%	20%	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	120	98%	0	0%	60	95%
Students with Disabilities	17	82%	0	0%	8	63%

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
Nov 2002	General-Education Students	215	0%	3%	66%	32%
	Students with Disabilities	30	3%	20%	73%	3%
	All Students	245	0%	5%	67%	28%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	230	0%	33%	58%	9%
	Students with Disabilities	31	19%	68%	13%	0%
	All Students	261	2%	37%	52%	8%

(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
Elementary Level						
Social Studies	1	0	#	#	#	#
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
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	185	185	185	26	26	26	211	211	211
Number Scoring 55–64	14	15	4	5	6	2	19	21	6
Number Scoring 65–84	111	114	107	6	2	3	117	116	110
Number Scoring 85–100	43	40	54	0	1	1	43	41	55
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)