

# New York State School Report Card Comprehensive Information Report

BEDS Code: 53-02-02-06-0006

Grade Range : 9-12

Name: Scotia-Glenville Senior High School

Principal: Lynda J. Castronovo

## 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	281	270	269
Tenth	255	260	226
Eleventh	245	238	228
Twelfth	199	195	251
Ungraded Secondary	3	0	0
Total K-12 Enrollment	983	963	974

## 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	39	4.0%	36	3.7%	27	2.8%
Black (Not Hispanic)	15	1.5%	15	1.6%	7	0.7%
Hispanic	22	2.2%	16	1.7%	12	1.2%
White (Not Hispanic)	907	92.3%	896	93.0%	928	95.3%

## 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	28	0
English Grade 10	22	22	22
Mathematics Grade 10	14	19	23
Science Grade 10	21	21	21
Social Studies Grade 10	25	23	24

(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
49	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the lower 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	12	1.2%	7	0.7%	7	0.7%
Eligible for Free Lunch	42	4.3%	43	4.5%	43	4.4%

### 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		92.5%		93.3%		93.3%
Student Suspensions	53	5.5%	64	6.5%	50	5.2%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.2%	3.2%	3.2%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	95%	100%	98%

### Staff Counts

Staff	2002–2003
Total Teachers	63
Total Other Professional Staff	25
Total Paraprofessionals	NA
Teaching Out of Certification*	5
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	174	119	68%	207	152	73%	212	156	74%
Students with Disabilities	5	2	40%	11	2	18%	3	1	33%
All Students	179	121	68%	218	154	71%	215	157	73%

\*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	114	76	6	6	10	3
Percent	53%	35%	3%	3%	5%	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)
3	1	10	13

\*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			0		13	
	Entered GED Program*			0		8	
	Total Noncompleters			0		21	
Students with Disabilities	Dropped Out			0		3	
	Entered GED Program*			1		3	
	Total Noncompleters			1		6	
All Students	Dropped Out	0	0.0%	0	0.0%	16	1.6%
	Entered GED Program*	0	0.0%	1	0.1%	11	1.1%
	Total Noncompleters	0	0.0%	1	0.1%	27	2.8%

\*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		857	860
	Number of Students with Disabilities		106	114
	Number of All Students		963	974
	Percent of Enrollment		100%	100%

## 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%	4	#
Science	4	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	1	#
U.S. Hist & Gov't	2	#	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	100%	16	31%	18	83%
Science	4	#	8	12%	5	20%
Reading	0	0%	8	25%	4	#
Writing	0	0%	10	30%	5	40%
Global Studies	2	#	25	40%	17	53%
U.S. Hist & Gov't	3	#	3	#	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	223	236	216	10	16	25
Number Scoring 55–100	223	224	210	10	13	22
Number Scoring 65–100	210	202	192	6	7	15
Number Scoring 85–100	95	112	84	1	3	1
Percentage of Tested Scoring 55–100	100%	95%	97%	100%	81%	88%
Percentage of Tested Scoring 65–100	94%	86%	89%	60%	44%	60%
Percentage of Tested Scoring 85–100	43%	47%	39%	10%	19%	4%
<b>Mathematics A</b>						
Number Tested	275	277	248	14	32	27
Number Scoring 55–100	248	240	222	13	18	20
Number Scoring 65–100	212	196	203	7	11	10
Number Scoring 85–100	117	65	84	2	1	2
Percentage of Tested Scoring 55–100	90%	87%	90%	93%	56%	74%
Percentage of Tested Scoring 65–100	77%	71%	82%	50%	34%	37%
Percentage of Tested Scoring 85–100	43%	23%	34%	14%	3%	7%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	14	109	0	0	2
Number Scoring 55–100	0	14	106	0	0	#
Number Scoring 65–100	0	14	99	0	0	#
Number Scoring 85–100	0	13	26	0	0	#
Percentage of Tested Scoring 55–100	0%	100%	97%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	100%	91%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	93%	24%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	263	244	228	17	33	22
Number Scoring 55–100	261	224	211	16	26	18
Number Scoring 65–100	243	199	190	11	15	13
Number Scoring 85–100	118	62	83	2	0	3
Percentage of Tested Scoring 55–100	99%	92%	93%	94%	79%	82%
Percentage of Tested Scoring 65–100	92%	82%	83%	65%	45%	59%
Percentage of Tested Scoring 85–100	45%	25%	36%	12%	0%	14%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	233	246	230	9	13	24
Number Scoring 55–100	220	232	225	8	13	22
Number Scoring 65–100	205	200	221	6	10	22
Number Scoring 85–100	125	87	116	1	1	6
Percentage of Tested Scoring 55–100	94%	94%	98%	89%	100%	92%
Percentage of Tested Scoring 65–100	88%	81%	96%	67%	77%	92%
Percentage of Tested Scoring 85–100	54%	35%	50%	11%	8%	25%

(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	225	0	258	13	0	23
Number Scoring 55–100	224	0	253	13	0	23
Number Scoring 65–100	219	0	236	12	0	20
Number Scoring 85–100	96	0	82	3	0	4
Percentage of Tested Scoring 55–100	100%	0%	98%	100%	0%	100%
Percentage of Tested Scoring 65–100	97%	0%	91%	92%	0%	87%
Percentage of Tested Scoring 85–100	43%	0%	32%	23%	0%	17%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	163	168	148	5	12	9
Number Scoring 55–100	163	158	148	5	10	9
Number Scoring 65–100	158	155	146	5	9	9
Number Scoring 85–100	90	77	84	0	3	2
Percentage of Tested Scoring 55–100	100%	94%	100%	100%	83%	100%
Percentage of Tested Scoring 65–100	97%	92%	99%	100%	75%	100%
Percentage of Tested Scoring 85–100	55%	46%	57%	0%	25%	22%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		137	145		0	4
Number Scoring 55–100		131	141		0	#
Number Scoring 65–100		120	126		0	#
Number Scoring 85–100		21	25		0	#
Percentage of Tested Scoring 55–100		96%	97%		0%	#
Percentage of Tested Scoring 65–100		88%	87%		0%	#
Percentage of Tested Scoring 85–100		15%	17%		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	35	35	30	0	0	0
Number Scoring 55–100	34	34	29	0	0	0
Number Scoring 65–100	34	31	29	0	0	0
Number Scoring 85–100	19	9	15	0	0	0
Percentage of Tested Scoring 55–100	97%	97%	97%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	89%	97%	0%	0%	0%
Percentage of Tested Scoring 85–100	54%	26%	50%	0%	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	52	0	48	0	0	2
Number Scoring 55–100	52	0	47	0	0	#
Number Scoring 65–100	51	0	45	0	0	#
Number Scoring 85–100	23	0	21	0	0	#
Percentage of Tested Scoring 55–100	100%	0%	98%	0%	0%	#
Percentage of Tested Scoring 65–100	98%	0%	94%	0%	0%	#
Percentage of Tested Scoring 85–100	44%	0%	44%	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	62	77	66	0	1	2
Number Scoring 55–100	62	76	66	0	#	#
Number Scoring 65–100	62	76	66	0	#	#
Number Scoring 85–100	52	40	40	0	#	#
Percentage of Tested Scoring 55–100	100%	99%	100%	0%	#	#
Percentage of Tested Scoring 65–100	100%	99%	100%	0%	#	#
Percentage of Tested Scoring 85–100	84%	52%	61%	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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	16	0	0	0	0	0
Number Scoring 55–100	12	0	0	0	0	0
Number Scoring 65–100	10	0	0	0	0	0
Number Scoring 85–100	1	0	0	0	0	0
Percentage of Tested Scoring 55–100	75%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	62%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	6%	0%	0%	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	168	135	22	0	3	0
Number Scoring 55–100	157	128	22	0	#	0
Number Scoring 65–100	152	119	16	0	#	0
Number Scoring 85–100	97	70	4	0	#	0
Percentage of Tested Scoring 55–100	93%	95%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	90%	88%	73%	0%	#	0%
Percentage of Tested Scoring 85–100	58%	52%	18%	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	118	100%	114	92%	28	93%
Students with Disabilities	10	80%	19	84%	2	#

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	235	235	235	14	14	14	249	249	249
Number Scoring 55–64	3	12	5	2	0	0	5	12	5
Number Scoring 65–84	107	124	89	4	4	2	111	128	91
Number Scoring 85–100	118	87	126	0	0	0	118	87	126
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)