

New York State School Report Card Comprehensive Information Report

BEDS Code: 01-08-02-06-0005
 Name: Guilderland High School
 Principal: Ismael Villafane

Grade Range : 9-12

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	460	511	489
Tenth	420	453	499
Eleventh	427	404	449
Twelfth	403	425	408
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1710	1793	1845

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	50	2.9%	44	2.5%	46	2.5%
Black (Not Hispanic)	56	3.3%	59	3.3%	52	2.8%
Hispanic	29	1.7%	27	1.5%	26	1.4%
White (Not Hispanic)	1575	92.1%	1663	92.7%	1721	93.3%

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	0	0
English Grade 10	20	23	22
Mathematics Grade 10	22	21	23
Science Grade 10	19	21	21
Social Studies Grade 10	20	20	20

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
53	All schools in this group are secondary level schools in school districts with low student needs in relation to district resource capacity. The schools in this group are in the middle 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	19	1.1%	18	1.0%	22	1.2%
Eligible for Free Lunch	52	3.0%	27	1.5%	42	2.3%

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		93.8%		93.3%		93.6%
Student Suspensions	73	4.3%	80	4.7%	79	4.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.5%	1.3%	1.6%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	99%	98%	97%

Staff Counts

Staff	2002–2003
Total Teachers	135
Total Other Professional Staff	21
Total Paraprofessionals	NA
Teaching Out of Certification*	8
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	325	243	75%	336	269	80%	336	272	81%
Students with Disabilities	26	6	23%	38	5	13%	34	7	21%
All Students	351	249	71%	374	274	73%	370	279	75%

*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	247	88	6	4	6	19
Percent	67%	24%	2%	1%	2%	5%

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)
34	7	5	39

*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			3		19	
	Entered GED Program*			0		5	
	Total Noncompleters			3		24	
Students with Disabilities	Dropped Out			0		3	
	Entered GED Program*			0		0	
	Total Noncompleters			0		3	
All Students	Dropped Out	34	2.0%	3	0.2%	22	1.2%
	Entered GED Program*	7	0.4%	0	0.0%	5	0.3%
	Total Noncompleters	41	2.4%	3	0.2%	27	1.5%

*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		807	0
	Number of Students with Disabilities		192	0
	Number of All Students		999	0
	Percent of Enrollment		56%	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	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%	1	#	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%	1	#	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%	3	#
Science	0	0%	0	0%	0	0%
Reading	0	0%	2	#	4	#
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	6	100%	32	94%
U.S. Hist & Gov't	13	77%	2	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	27	78%	14	100%	21	76%
Science	24	54%	4	#	21	43%
Reading	4	#	2	#	1	#
Writing	4	#	2	#	5	100%
Global Studies	3	#	8	88%	33	61%
U.S. Hist & Gov't	10	60%	1	#	6	67%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	415	404	444	41	45	57
Number Scoring 55–100	410	388	424	39	33	43
Number Scoring 65–100	388	365	408	32	24	37
Number Scoring 85–100	202	254	260	4	6	6
Percentage of Tested Scoring 55–100	99%	96%	95%	95%	73%	75%
Percentage of Tested Scoring 65–100	93%	90%	92%	78%	53%	65%
Percentage of Tested Scoring 85–100	49%	63%	59%	10%	13%	11%
Mathematics A						
Number Tested	0	397	548	0	37	52
Number Scoring 55–100	0	345	525	0	19	42
Number Scoring 65–100	0	304	490	0	11	35
Number Scoring 85–100	0	173	191	0	2	11
Percentage of Tested Scoring 55–100	0%	87%	96%	0%	51%	81%
Percentage of Tested Scoring 65–100	0%	77%	89%	0%	30%	67%
Percentage of Tested Scoring 85–100	0%	44%	35%	0%	5%	21%
Mathematics B (first administered June 2001)						
Number Tested	0	0	291	0	0	8
Number Scoring 55–100	0	0	248	0	0	5
Number Scoring 65–100	0	0	205	0	0	2
Number Scoring 85–100	0	0	58	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	85%	0%	0%	62%
Percentage of Tested Scoring 65–100	0%	0%	70%	0%	0%	25%
Percentage of Tested Scoring 85–100	0%	0%	20%	0%	0%	0%
Global History and Geography						
Number Tested	426	433	447	45	48	38
Number Scoring 55–100	422	425	439	42	41	30
Number Scoring 65–100	408	413	432	35	33	27
Number Scoring 85–100	245	202	306	6	6	10
Percentage of Tested Scoring 55–100	99%	98%	98%	93%	85%	79%
Percentage of Tested Scoring 65–100	96%	95%	97%	78%	69%	71%
Percentage of Tested Scoring 85–100	58%	47%	68%	13%	12%	26%
U.S. History and Government (first administered June 2001)						
Number Tested	403	407	443	43	41	56
Number Scoring 55–100	382	398	439	38	38	52
Number Scoring 65–100	364	356	429	33	23	49
Number Scoring 85–100	239	210	320	12	3	15
Percentage of Tested Scoring 55–100	95%	98%	99%	88%	93%	93%
Percentage of Tested Scoring 65–100	90%	87%	97%	77%	56%	88%
Percentage of Tested Scoring 85–100	59%	52%	72%	28%	7%	27%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	347	438	499	46	50	61
Number Scoring 55–100	339	433	481	43	46	49
Number Scoring 65–100	332	418	462	40	35	33
Number Scoring 85–100	152	208	201	4	4	6
Percentage of Tested Scoring 55–100	98%	99%	96%	93%	92%	80%
Percentage of Tested Scoring 65–100	96%	95%	93%	87%	70%	54%
Percentage of Tested Scoring 85–100	44%	47%	40%	9%	8%	10%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	276	383	333	11	19	14
Number Scoring 55–100	269	380	327	11	19	14
Number Scoring 65–100	268	372	315	11	17	12
Number Scoring 85–100	175	211	216	6	8	8
Percentage of Tested Scoring 55–100	97%	99%	98%	100%	100%	100%
Percentage of Tested Scoring 65–100	97%	97%	95%	100%	89%	86%
Percentage of Tested Scoring 85–100	63%	55%	65%	55%	42%	57%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		290	342		7	10
Number Scoring 55–100		282	338		7	10
Number Scoring 65–100		264	298		7	9
Number Scoring 85–100		63	77		0	0
Percentage of Tested Scoring 55–100		97%	99%		100%	100%
Percentage of Tested Scoring 65–100		91%	87%		100%	90%
Percentage of Tested Scoring 85–100		22%	23%		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	95	80	92	1	0	0
Number Scoring 55–100	95	80	92	#	0	0
Number Scoring 65–100	95	78	92	#	0	0
Number Scoring 85–100	77	46	71	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	97%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	81%	57%	77%	#	0%	0%
Comprehensive Italian						
Number Tested	10	14	14	0	0	0
Number Scoring 55–100	10	14	14	0	0	0
Number Scoring 65–100	10	14	14	0	0	0
Number Scoring 85–100	4	7	6	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	40%	50%	43%	0%	0%	0%
Comprehensive German						
Number Tested	39	23	26	1	0	0
Number Scoring 55–100	39	23	26	#	0	0
Number Scoring 65–100	39	23	26	#	0	0
Number Scoring 85–100	26	16	20	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	67%	70%	77%	#	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	161	169	174	3	1	2
Number Scoring 55–100	161	169	173	#	#	#
Number Scoring 65–100	157	169	173	#	#	#
Number Scoring 85–100	124	119	138	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	99%	#	#	#
Percentage of Tested Scoring 65–100	98%	100%	99%	#	#	#
Percentage of Tested Scoring 85–100	77%	70%	79%	#	#	#
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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	440	70	1	16	6	0
Number Scoring 55–100	391	57	#	13	6	0
Number Scoring 65–100	363	49	#	13	6	0
Number Scoring 85–100	204	7	#	6	0	0
Percentage of Tested Scoring 55–100	89%	81%	#	81%	100%	0%
Percentage of Tested Scoring 65–100	82%	70%	#	81%	100%	0%
Percentage of Tested Scoring 85–100	46%	10%	#	38%	0%	0%
Sequential Mathematics, Course III						
Number Tested	363	388	59	10	9	3
Number Scoring 55–100	297	349	44	7	8	#
Number Scoring 65–100	263	329	36	5	6	#
Number Scoring 85–100	124	173	8	2	1	#
Percentage of Tested Scoring 55–100	82%	90%	75%	70%	89%	#
Percentage of Tested Scoring 65–100	72%	85%	61%	50%	67%	#
Percentage of Tested Scoring 85–100	34%	45%	14%	20%	11%	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	16	100%	38	100%	35	100%
Students with Disabilities	8	75%	20	100%	16	100%

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	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
June 2003	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
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	1	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	358	358	358	38	38	38	396	396	396
Number Scoring 55–64	2	19	11	1	8	10	3	27	21
Number Scoring 65–84	110	122	126	23	24	16	133	146	142
Number Scoring 85–100	236	206	208	8	1	2	244	207	210
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)