

# New York State School Report Card Comprehensive Information Report

BEDS Code: 17-05-00-01-0009  
 Name: Gloversville High School  
 Principal: David Fisher

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	273	227	281
Tenth	209	210	198
Eleventh	199	192	172
Twelfth	188	189	176
Ungraded Secondary	41	54	7
Total K-12 Enrollment	910	872	834

## 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	9	1.0%	9	1.0%	10	1.2%
Black (Not Hispanic)	16	1.8%	20	2.3%	22	2.6%
Hispanic	21	2.3%	26	3.0%	18	2.2%
White (Not Hispanic)	864	94.9%	817	93.7%	784	94.0%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	10	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	16	0	13
English Grade 10	22	28	24
Mathematics Grade 10	29	22	21
Science Grade 10	23	23	21
Social Studies Grade 10	23	23	26

(Form – A)

### District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
47	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. 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	9	1.0%	7	0.8%	3	0.4%
Eligible for Free Lunch	222	24.4%	176	20.2%	172	20.6%

### 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		89.1%		89.3%		86.5%
Student Suspensions	103	10.7%	126	13.9%	147	16.9%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	8.0%	8.8%	7.0%
Public Assistance	51-60%	11-20%	11-20%
Student Stability	99%	95%	98%

### Staff Counts

Staff	2002–2003
Total Teachers	61
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	5
Teachers with Temporary Licenses	3

\*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	123	79	64%	162	94	58%	138	91	66%
Students with Disabilities	20	0	0%	4	0	0%	14	6	43%
All Students	143	79	55%	166	94	57%	152	97	64%

\*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	55	76	1	8	12	0
Percent	36%	50%	1%	5%	8%	0%

## 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)
14	6	10	24

\*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			2		13	
	Entered GED Program*			8		7	
	Total Noncompleters			10		20	
Students with Disabilities	Dropped Out			1		3	
	Entered GED Program*			1		5	
	Total Noncompleters			2		8	
All Students	Dropped Out	33	3.6%	3	0.3%	16	1.9%
	Entered GED Program*	31	3.4%	9	1.0%	12	1.4%
	Total Noncompleters	64	7.0%	12	1.4%	28	3.4%

\*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		68	80
	Number of Students with Disabilities		62	60
	Number of All Students		130	140
	Percent of Enrollment		15%	17%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	7	43%	4	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	3	#	0	0%
Spanish	69	70%	52	2%	0	0%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	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	7	43%	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%	2	#	3	#
Science	6	67%	3	#	0	0%
Reading	0	0%	1	#	3	#
Writing	0	0%	1	#	3	#
Global Studies	1	#	1	#	0	0%
U.S. Hist & Gov't	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
Mathematics	15	67%	10	80%	17	100%
Science	8	88%	7	57%	15	93%
Reading	9	78%	6	83%	16	100%
Writing	8	75%	5	60%	24	71%
Global Studies	7	100%	3	#	9	100%
U.S. Hist & Gov't	10	90%	0	0%	2	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	213	203	225	33	23	26
Number Scoring 55–100	205	155	163	29	12	11
Number Scoring 65–100	155	106	120	13	2	6
Number Scoring 85–100	42	33	21	0	1	0
Percentage of Tested Scoring 55–100	96%	76%	72%	88%	52%	42%
Percentage of Tested Scoring 65–100	73%	52%	53%	39%	9%	23%
Percentage of Tested Scoring 85–100	20%	16%	9%	0%	4%	0%
<b>Mathematics A</b>						
Number Tested	0	170	253	0	21	41
Number Scoring 55–100	0	105	188	0	6	11
Number Scoring 65–100	0	84	147	0	3	3
Number Scoring 85–100	0	37	42	0	0	0
Percentage of Tested Scoring 55–100	0%	62%	74%	0%	29%	27%
Percentage of Tested Scoring 65–100	0%	49%	58%	0%	14%	7%
Percentage of Tested Scoring 85–100	0%	22%	17%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	77	0	0	0
Number Scoring 55–100	0	0	52	0	0	0
Number Scoring 65–100	0	0	40	0	0	0
Number Scoring 85–100	0	0	5	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	68%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	52%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	6%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	220	167	203	18	15	29
Number Scoring 55–100	215	145	168	16	9	13
Number Scoring 65–100	195	121	155	14	6	10
Number Scoring 85–100	87	46	55	3	0	1
Percentage of Tested Scoring 55–100	98%	87%	83%	89%	60%	45%
Percentage of Tested Scoring 65–100	89%	72%	76%	78%	40%	34%
Percentage of Tested Scoring 85–100	40%	28%	27%	17%	0%	3%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	178	193	171	21	24	21
Number Scoring 55–100	169	176	157	20	18	14
Number Scoring 65–100	153	156	145	15	17	11
Number Scoring 85–100	90	56	69	4	1	1
Percentage of Tested Scoring 55–100	95%	91%	92%	95%	75%	67%
Percentage of Tested Scoring 65–100	86%	81%	85%	71%	71%	52%
Percentage of Tested Scoring 85–100	51%	29%	40%	19%	4%	5%

(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	193	148	164	26	18	18
Number Scoring 55–100	192	142	156	25	16	14
Number Scoring 65–100	177	132	142	22	14	9
Number Scoring 85–100	58	34	21	2	0	0
Percentage of Tested Scoring 55–100	99%	96%	95%	96%	89%	78%
Percentage of Tested Scoring 65–100	92%	89%	87%	85%	78%	50%
Percentage of Tested Scoring 85–100	30%	23%	13%	8%	0%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	110	126	146	9	7	10
Number Scoring 55–100	92	123	135	7	6	8
Number Scoring 65–100	81	115	128	7	6	7
Number Scoring 85–100	27	64	66	1	2	1
Percentage of Tested Scoring 55–100	84%	98%	92%	78%	86%	80%
Percentage of Tested Scoring 65–100	74%	91%	88%	78%	86%	70%
Percentage of Tested Scoring 85–100	25%	51%	45%	11%	29%	10%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		121	105		1	1
Number Scoring 55–100		96	83		#	#
Number Scoring 65–100		56	57		#	#
Number Scoring 85–100		10	7		#	#
Percentage of Tested Scoring 55–100		79%	79%		#	#
Percentage of Tested Scoring 65–100		46%	54%		#	#
Percentage of Tested Scoring 85–100		8%	7%		#	#
<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	31	17	16	1	0	0
Number Scoring 55–100	27	15	16	#	0	0
Number Scoring 65–100	25	13	14	#	0	0
Number Scoring 85–100	9	0	10	#	0	0
Percentage of Tested Scoring 55–100	87%	88%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	81%	76%	88%	#	0%	0%
Percentage of Tested Scoring 85–100	29%	0%	62%	#	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	74	67	72	3	1	1
Number Scoring 55–100	71	65	72	#	#	#
Number Scoring 65–100	66	64	68	#	#	#
Number Scoring 85–100	30	37	32	#	#	#
Percentage of Tested Scoring 55–100	96%	97%	100%	#	#	#
Percentage of Tested Scoring 65–100	89%	96%	94%	#	#	#
Percentage of Tested Scoring 85–100	41%	55%	44%	#	#	#
<b>Comprehensive Latin</b>						
Number Tested	25	17	21	0	0	0
Number Scoring 55–100	24	16	20	0	0	0
Number Scoring 65–100	23	11	19	0	0	0
Number Scoring 85–100	9	4	11	0	0	0
Percentage of Tested Scoring 55–100	96%	94%	95%	0%	0%	0%
Percentage of Tested Scoring 65–100	92%	65%	90%	0%	0%	0%
Percentage of Tested Scoring 85–100	36%	24%	52%	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	212	55	8	16	1	0
Number Scoring 55–100	133	22	3	7	#	0
Number Scoring 65–100	111	16	1	7	#	0
Number Scoring 85–100	37	0	0	3	#	0
Percentage of Tested Scoring 55–100	63%	40%	38%	44%	#	0%
Percentage of Tested Scoring 65–100	52%	29%	12%	44%	#	0%
Percentage of Tested Scoring 85–100	17%	0%	0%	19%	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	132	117	21	3	5	2
Number Scoring 55–100	102	90	13	#	2	#
Number Scoring 65–100	91	84	8	#	2	#
Number Scoring 85–100	41	32	2	#	2	#
Percentage of Tested Scoring 55–100	77%	77%	62%	#	40%	#
Percentage of Tested Scoring 65–100	69%	72%	38%	#	40%	#
Percentage of Tested Scoring 85–100	31%	27%	10%	#	40%	#

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	40	98%	52	100%	63	94%
Students with Disabilities	17	94%	11	91%	17	65%

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	150	150	150	12	12	12	162	162	162
Number Scoring 55–64	6	14	9	0	1	1	6	15	10
Number Scoring 65–84	72	79	74	7	8	9	79	87	83
Number Scoring 85–100	68	54	64	1	0	0	69	54	64
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)