

New York State School Report Card Comprehensive Information Report

BEDS Code: 63-03-00-01-0007
 Name: Glens Falls Senior High School
 Principal: Jeffery Ziegler

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	254	294	303
Tenth	200	200	199
Eleventh	177	177	182
Twelfth	180	166	166
Ungraded Secondary	0	0	0
Total K-12 Enrollment	811	837	850

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	2	0.2%	2	0.2%	2	0.2%
Black (Not Hispanic)	7	0.9%	6	0.7%	7	0.8%
Hispanic	6	0.7%	5	0.6%	1	0.1%
White (Not Hispanic)	796	98.2%	824	98.4%	840	98.8%

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	18	20	21
Mathematics Grade 10	24	21	22
Science Grade 10	19	19	18
Social Studies Grade 10	21	21	20

(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
50	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 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	3	0.4%	4	0.5%	2	0.2%
Eligible for Free Lunch	137	16.9%	137	16.4%	80	9.4%

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		93.4%		93.6%		93.0%
Student Suspensions	45	5.9%	45	5.6%	48	5.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.2%	4.1%	4.0%
Public Assistance	31-40%	31-40%	11-20%
Student Stability	97%	100%	98%

Staff Counts

Staff	2002–2003
Total Teachers	69
Total Other Professional Staff	11
Total Paraprofessionals	NA
Teaching Out of Certification*	2
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	148	83	56%	134	89	66%	149	106	71%
Students with Disabilities	9	1	11%	13	2	15%	9	1	11%
All Students	157	84	54%	147	91	62%	158	107	68%

*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	89	43	3	6	10	7
Percent	56%	27%	2%	4%	6%	4%

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)
9	1	2	11

*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			9		6	
	Entered GED Program*			2		6	
	Total Noncompleters			11		12	
Students with Disabilities	Dropped Out			7		0	
	Entered GED Program*			4		4	
	Total Noncompleters			11		4	
All Students	Dropped Out	6	0.7%	16	1.9%	6	0.7%
	Entered GED Program*	29	3.6%	6	0.7%	10	1.2%
	Total Noncompleters	35	4.3%	22	2.6%	16	1.9%

*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%	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		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	0	0%	0	0%	2	#
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	2	#	6	100%	0	0%
Science	6	83%	1	#	2	#
Reading	0	0%	2	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	2	#	0	0%	0	0%
U.S. Hist & Gov't	7	71%	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	2	#	2	#
Science	0	0%	0	0%	0	0%
Reading	0	0%	2	#	3	#
Writing	0	0%	2	#	2	#
Global Studies	3	#	0	0%	3	#
U.S. Hist & Gov't	4	#	3	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	157	163	171	13	12	11
Number Scoring 55–100	153	158	167	10	8	10
Number Scoring 65–100	143	152	151	5	6	8
Number Scoring 85–100	45	85	74	0	0	2
Percentage of Tested Scoring 55–100	97%	97%	98%	77%	67%	91%
Percentage of Tested Scoring 65–100	91%	93%	88%	38%	50%	73%
Percentage of Tested Scoring 85–100	29%	52%	43%	0%	0%	18%
Mathematics A						
Number Tested	44	36	165	9	12	3
Number Scoring 55–100	18	20	135	1	4	#
Number Scoring 65–100	5	6	111	1	0	#
Number Scoring 85–100	0	0	17	0	0	#
Percentage of Tested Scoring 55–100	41%	56%	82%	11%	33%	#
Percentage of Tested Scoring 65–100	11%	17%	67%	11%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	10%	0%	0%	#
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	186	176	169	12	17	6
Number Scoring 55–100	183	169	166	10	14	4
Number Scoring 65–100	172	157	155	10	11	3
Number Scoring 85–100	77	51	72	0	2	1
Percentage of Tested Scoring 55–100	98%	96%	98%	83%	82%	67%
Percentage of Tested Scoring 65–100	92%	89%	92%	83%	65%	50%
Percentage of Tested Scoring 85–100	41%	29%	43%	0%	12%	17%
U.S. History and Government (first administered June 2001)						
Number Tested	148	169	167	10	12	12
Number Scoring 55–100	138	163	165	6	9	12
Number Scoring 65–100	129	149	162	3	5	12
Number Scoring 85–100	61	50	79	1	2	3
Percentage of Tested Scoring 55–100	93%	96%	99%	60%	75%	100%
Percentage of Tested Scoring 65–100	87%	88%	97%	30%	42%	100%
Percentage of Tested Scoring 85–100	41%	30%	47%	10%	17%	25%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	156	174	193	6	12	17
Number Scoring 55–100	153	172	184	5	11	12
Number Scoring 65–100	148	169	176	5	10	12
Number Scoring 85–100	50	51	69	0	1	2
Percentage of Tested Scoring 55–100	98%	99%	95%	83%	92%	71%
Percentage of Tested Scoring 65–100	95%	97%	91%	83%	83%	71%
Percentage of Tested Scoring 85–100	32%	29%	36%	0%	8%	12%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	144	129	9	23	10	1
Number Scoring 55–100	136	128	9	21	10	#
Number Scoring 65–100	124	123	9	20	8	#
Number Scoring 85–100	58	52	5	3	2	#
Percentage of Tested Scoring 55–100	94%	99%	100%	91%	100%	#
Percentage of Tested Scoring 65–100	86%	95%	100%	87%	80%	#
Percentage of Tested Scoring 85–100	40%	40%	56%	13%	20%	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		92	2		1	0
Number Scoring 55–100		89	#		#	0
Number Scoring 65–100		72	#		#	0
Number Scoring 85–100		4	#		#	0
Percentage of Tested Scoring 55–100		97%	#		#	0%
Percentage of Tested Scoring 65–100		78%	#		#	0%
Percentage of Tested Scoring 85–100		4%	#		#	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	68	58	0	0	1	0
Number Scoring 55–100	64	56	0	0	#	0
Number Scoring 65–100	63	55	0	0	#	0
Number Scoring 85–100	20	10	0	0	#	0
Percentage of Tested Scoring 55–100	94%	97%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	93%	95%	0%	0%	#	0%
Percentage of Tested Scoring 85–100	29%	17%	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	73	75	0	2	3	0
Number Scoring 55–100	72	72	0	#	#	0
Number Scoring 65–100	70	69	0	#	#	0
Number Scoring 85–100	34	31	0	#	#	0
Percentage of Tested Scoring 55–100	99%	96%	0%	#	#	0%
Percentage of Tested Scoring 65–100	96%	92%	0%	#	#	0%
Percentage of Tested Scoring 85–100	47%	41%	0%	#	#	0%
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	150	182	49	3	3	1
Number Scoring 55–100	114	111	36	#	#	#
Number Scoring 65–100	95	90	32	#	#	#
Number Scoring 85–100	45	22	6	#	#	#
Percentage of Tested Scoring 55–100	76%	61%	73%	#	#	#
Percentage of Tested Scoring 65–100	63%	49%	65%	#	#	#
Percentage of Tested Scoring 85–100	30%	12%	12%	#	#	#
Sequential Mathematics, Course III						
Number Tested	100	99	120	0	2	2
Number Scoring 55–100	90	90	96	0	#	#
Number Scoring 65–100	79	83	81	0	#	#
Number Scoring 85–100	39	47	25	0	#	#
Percentage of Tested Scoring 55–100	90%	91%	80%	0%	#	#
Percentage of Tested Scoring 65–100	79%	84%	68%	0%	#	#
Percentage of Tested Scoring 85–100	39%	47%	21%	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	10	100%	8	100%	16	100%
Students with Disabilities	2	#	4	#	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
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	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	149	149	149	15	15	15	164	164	164
Number Scoring 55–64	3	6	9	1	4	2	4	10	11
Number Scoring 65–84	65	88	77	8	4	7	73	92	84
Number Scoring 85–100	77	50	61	2	3	3	79	53	64
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)