

New York State School Report Card Comprehensive Information Report

BEDS Code: 63-09-02-03-0002
 Name: Queensbury Senior High School
 Principal: William Furdon

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	299	329	327
Tenth	285	277	286
Eleventh	234	257	262
Twelfth	249	224	253
Ungraded Secondary	26	34	24
Total K-12 Enrollment	1093	1121	1152

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	22	2.0%	55	4.9%	13	1.1%
Black (Not Hispanic)	8	0.7%	8	0.7%	10	0.9%
Hispanic	12	1.1%	11	1.0%	12	1.0%
White (Not Hispanic)	1051	96.2%	1047	93.4%	1117	97.0%

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	20	21
Mathematics Grade 10	20	21	20
Science Grade 10	20	21	25
Social Studies Grade 10	22	22	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	1	0.1%	1	0.1%	1	0.1%
Eligible for Free Lunch	81	7.4%	55	4.9%	91	7.9%

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		95.3%		94.7%		94.5%
Student Suspensions	55	5.2%	67	6.1%	77	6.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.7%	2.4%	3.6%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	96%	100%	98%

Staff Counts

Staff	2002–2003
Total Teachers	80
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	1
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	208	152	73%	198	167	84%	221	175	79%
Students with Disabilities	22	4	18%	13	5	38%	20	2	10%
All Students	230	156	68%	211	172	82%	241	177	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	124	69	1	5	11	31
Percent	51%	29%	0%	2%	5%	13%

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)
20	2	2	22

*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			34		23	
	Entered GED Program*			2		8	
	Total Noncompleters			36		31	
Students with Disabilities	Dropped Out			5		9	
	Entered GED Program*			0		3	
	Total Noncompleters			5		12	
All Students	Dropped Out	36	3.3%	39	3.5%	32	2.8%
	Entered GED Program*	6	0.5%	2	0.2%	11	1.0%
	Total Noncompleters	42	3.8%	41	3.7%	43	3.7%

*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		902	904
	Number of Students with Disabilities		95	147
	Number of All Students		997	1051
	Percent of Enrollment		89%	91%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	91	96%	0	0%	3	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	162	96%	0	0%	2	#

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	3	#	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%	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%	1	#
Science	0	0%	0	0%	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	5	20%	0	0%	0	0%
U.S. Hist & Gov't	11	36%	0	0%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	30	67%	40	62%	45	76%
Science	19	47%	37	51%	31	48%
Reading	15	80%	16	100%	13	100%
Writing	18	89%	18	94%	13	100%
Global Studies	10	20%	11	55%	12	58%
U.S. Hist & Gov't	14	71%	7	29%	12	83%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	676	248	272	17	19	19
Number Scoring 55–100	672	231	258	15	9	10
Number Scoring 65–100	654	209	234	11	5	5
Number Scoring 85–100	519	92	95	1	0	0
Percentage of Tested Scoring 55–100	99%	93%	95%	88%	47%	53%
Percentage of Tested Scoring 65–100	97%	84%	86%	65%	26%	26%
Percentage of Tested Scoring 85–100	77%	37%	35%	6%	0%	0%
Mathematics A						
Number Tested	255	320	325	14	21	29
Number Scoring 55–100	203	270	275	5	9	13
Number Scoring 65–100	188	218	230	2	6	7
Number Scoring 85–100	80	107	73	0	0	0
Percentage of Tested Scoring 55–100	80%	84%	85%	36%	43%	45%
Percentage of Tested Scoring 65–100	74%	68%	71%	14%	29%	24%
Percentage of Tested Scoring 85–100	31%	33%	22%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	159	211	0	2	3
Number Scoring 55–100	0	143	177	0	#	#
Number Scoring 65–100	0	121	144	0	#	#
Number Scoring 85–100	0	30	58	0	#	#
Percentage of Tested Scoring 55–100	0%	90%	84%	0%	#	#
Percentage of Tested Scoring 65–100	0%	76%	68%	0%	#	#
Percentage of Tested Scoring 85–100	0%	19%	27%	0%	#	#
Global History and Geography						
Number Tested	277	280	287	27	27	21
Number Scoring 55–100	263	265	273	19	22	17
Number Scoring 65–100	242	237	252	11	15	11
Number Scoring 85–100	99	86	121	1	0	0
Percentage of Tested Scoring 55–100	95%	95%	95%	70%	81%	81%
Percentage of Tested Scoring 65–100	87%	85%	88%	41%	56%	52%
Percentage of Tested Scoring 85–100	36%	31%	42%	4%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	224	265	261	18	20	22
Number Scoring 55–100	213	259	251	14	17	16
Number Scoring 65–100	195	238	247	9	12	15
Number Scoring 85–100	110	97	138	1	2	0
Percentage of Tested Scoring 55–100	95%	98%	96%	78%	85%	73%
Percentage of Tested Scoring 65–100	87%	90%	95%	50%	60%	68%
Percentage of Tested Scoring 85–100	49%	37%	53%	6%	10%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	246	305	251	10	16	26
Number Scoring 55–100	242	303	246	9	15	23
Number Scoring 65–100	226	291	229	8	13	19
Number Scoring 85–100	77	110	60	0	1	3
Percentage of Tested Scoring 55–100	98%	99%	98%	90%	94%	88%
Percentage of Tested Scoring 65–100	92%	95%	91%	80%	81%	73%
Percentage of Tested Scoring 85–100	31%	36%	24%	0%	6%	12%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	263	239	324	10	17	19
Number Scoring 55–100	260	234	316	9	15	15
Number Scoring 65–100	256	214	292	8	12	10
Number Scoring 85–100	164	109	179	2	0	0
Percentage of Tested Scoring 55–100	99%	98%	98%	90%	88%	79%
Percentage of Tested Scoring 65–100	97%	90%	90%	80%	71%	53%
Percentage of Tested Scoring 85–100	62%	46%	55%	20%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		185	192		2	6
Number Scoring 55–100		180	187		#	6
Number Scoring 65–100		149	146		#	2
Number Scoring 85–100		37	35		#	0
Percentage of Tested Scoring 55–100		97%	97%		#	100%
Percentage of Tested Scoring 65–100		81%	76%		#	33%
Percentage of Tested Scoring 85–100		20%	18%		#	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	85	72	38	4	1	0
Number Scoring 55–100	85	72	38	#	#	0
Number Scoring 65–100	85	71	38	#	#	0
Number Scoring 85–100	69	38	34	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65–100	100%	99%	100%	#	#	0%
Percentage of Tested Scoring 85–100	81%	53%	89%	#	#	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	130	94	117	2	1	2
Number Scoring 55–100	130	94	116	#	#	#
Number Scoring 65–100	129	94	116	#	#	#
Number Scoring 85–100	102	71	87	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	99%	#	#	#
Percentage of Tested Scoring 65–100	99%	100%	99%	#	#	#
Percentage of Tested Scoring 85–100	78%	76%	74%	#	#	#
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	46	10	0	4	1	0
Number Scoring 55–100	30	7	0	#	#	0
Number Scoring 65–100	22	6	0	#	#	0
Number Scoring 85–100	0	0	0	#	#	0
Percentage of Tested Scoring 55–100	65%	70%	0%	#	#	0%
Percentage of Tested Scoring 65–100	48%	60%	0%	#	#	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	#	#	0%
Sequential Mathematics, Course III						
Number Tested	170	169	0	8	3	0
Number Scoring 55–100	155	148	0	6	#	0
Number Scoring 65–100	136	123	0	3	#	0
Number Scoring 85–100	79	30	0	0	#	0
Percentage of Tested Scoring 55–100	91%	88%	0%	75%	#	0%
Percentage of Tested Scoring 65–100	80%	73%	0%	38%	#	0%
Percentage of Tested Scoring 85–100	46%	18%	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	48	98%	38	97%	51	94%
Students with Disabilities	0	0%	8	100%	35	66%

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	236	236	236	24	24	24	260	260	260
Number Scoring 55–64	3	9	1	4	3	1	7	12	2
Number Scoring 65–84	129	124	93	12	12	12	141	136	105
Number Scoring 85–100	98	88	138	1	1	1	99	89	139
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)