

# New York State School Report Card Comprehensive Information Report

BEDS Code: 53-02-02-06-0006  
 Name: Scotia-Glenville Senior High School  
 Principal: Lynda J. Castronovo

Grade Range : 9-12

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	270	269	264
Tenth	260	226	225
Eleventh	238	228	216
Twelfth	195	251	243
Ungraded Secondary	0	0	47
Total K-12 Enrollment	963	974	995

## Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	36	3.7%	27	2.8%	9	0.9%
Black (Not Hispanic)	15	1.6%	7	0.7%	6	0.6%
Hispanic	16	1.7%	12	1.2%	7	0.7%
White (Not Hispanic)	896	93.0%	928	95.3%	973	97.8%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	28	0	0
English Grade 10	22	22	22
Mathematics Grade 10	19	23	24
Science Grade 10	21	21	22
Social Studies Grade 10	23	24	26

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	7	0.7%	7	0.7%	7	0.7%
Eligible for Free Lunch	43	4.5%	43	4.4%	59	5.9%

### Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.3%		93.3%		92.6%
Student Suspensions	64	6.5%	50	5.2%	71	7.3%

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

	2001-02	2002-03	2003-04
Reduced Lunch	3.2%	3.2%	3.7%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	98%	93%

### Staff Counts

Staff	2003-04
Total Teachers	64
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	3

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	207	152	73%	212	156	74%	150	149	99%
Students with Disabilities	11	2	18%	3	1	33%	6	6	100%
All Students	218	154	71%	215	157	73%	156	155	99%

\*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	98	51	1	1	3	2
Percent	63%	33%	1%	1%	2%	1%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
6	6	26	32

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	0		13		25	2.9%
	Entered GED Program*	0		8		12	1.4%
	Total Noncompleters	0		21		37	4.3%
Students with Disabilities	Dropped Out	0		3		2	1.3%
	Entered GED Program*	1		3		2	1.3%
	Total Noncompleters	1		6		4	2.7%
All Students	Dropped Out	0	0.0%	16	1.6%	27	2.7%
	Entered GED Program*	1	0.1%	11	1.1%	14	1.4%
	Total Noncompleters	1	0.1%	27	2.8%	41	4.1%

\*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	857	860	906
	Number of Students with Disabilities	106	114	134
	Number of All Students	963	974	1040
	Percent of Enrollment	100%	100%	105%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	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	2001-02		2002-03		2003-04	
	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%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	4	#	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	1	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	1	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	16	31%	18	83%	12	50%
Science	8	13%	5	20%	9	44%
Reading	8	25%	4	#	14	64%
Writing	10	30%	5	40%	15	87%
Global Studies	25	40%	17	53%	1	#
U.S. Hist & Gov't	3	#	1	#	8	50%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	236	216	212	16	25	18
Number Scoring 55-100	224	210	204	13	22	14
Number Scoring 65-100	202	192	196	7	15	12
Number Scoring 85-100	112	84	110	3	1	3
Percentage of Tested Scoring 55-100	95%	97%	96%	81%	88%	78%
Percentage of Tested Scoring 65-100	86%	89%	92%	44%	60%	67%
Percentage of Tested Scoring 85-100	47%	39%	52%	19%	4%	17%
<b>Mathematics A</b>						
Number Tested	277	248	258	32	27	27
Number Scoring 55-100	240	222	251	18	20	23
Number Scoring 65-100	196	203	229	11	10	20
Number Scoring 85-100	65	84	110	1	2	1
Percentage of Tested Scoring 55-100	87%	90%	97%	56%	74%	85%
Percentage of Tested Scoring 65-100	71%	82%	89%	34%	37%	74%
Percentage of Tested Scoring 85-100	23%	34%	43%	3%	7%	4%
<b>Mathematics B</b>						
Number Tested	14	109	118	0	2	2
Number Scoring 55-100	14	106	114	0	#	#
Number Scoring 65-100	14	99	106	0	#	#
Number Scoring 85-100	13	26	45	0	#	#
Percentage of Tested Scoring 55-100	100%	97%	97%	0%	#	#
Percentage of Tested Scoring 65-100	100%	91%	90%	0%	#	#
Percentage of Tested Scoring 85-100	93%	24%	38%	0%	#	#
<b>Global History and Geography</b>						
Number Tested	244	228	258	33	22	29
Number Scoring 55-100	224	211	234	26	18	23
Number Scoring 65-100	199	190	203	15	13	17
Number Scoring 85-100	62	83	84	0	3	3
Percentage of Tested Scoring 55-100	92%	93%	91%	79%	82%	79%
Percentage of Tested Scoring 65-100	82%	83%	79%	45%	59%	59%
Percentage of Tested Scoring 85-100	25%	36%	33%	0%	14%	10%
<b>U.S. History and Government</b>						
Number Tested	246	230	210	13	24	20
Number Scoring 55-100	232	225	199	13	22	16
Number Scoring 65-100	200	221	189	10	22	11
Number Scoring 85-100	87	116	116	1	6	3
Percentage of Tested Scoring 55-100	94%	98%	95%	100%	92%	80%
Percentage of Tested Scoring 65-100	81%	96%	90%	77%	92%	55%
Percentage of Tested Scoring 85-100	35%	50%	55%	8%	25%	15%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	0	258	212	0	23	20
Number Scoring 55-100	0	253	211	0	23	20
Number Scoring 65-100	0	236	197	0	20	16
Number Scoring 85-100	0	82	57	0	4	2
Percentage of Tested Scoring 55-100	0%	98%	100%	0%	100%	100%
Percentage of Tested Scoring 65-100	0%	91%	93%	0%	87%	80%
Percentage of Tested Scoring 85-100	0%	32%	27%	0%	17%	10%
<b>Physical Setting/Earth Science</b>						
Number Tested	168	148	220	12	9	14
Number Scoring 55-100	158	148	209	10	9	12
Number Scoring 65-100	155	146	189	9	9	8
Number Scoring 85-100	77	84	72	3	2	3
Percentage of Tested Scoring 55-100	94%	100%	95%	83%	100%	86%
Percentage of Tested Scoring 65-100	92%	99%	86%	75%	100%	57%
Percentage of Tested Scoring 85-100	46%	57%	33%	25%	22%	21%
<b>Physical Setting/Chemistry</b>						
Number Tested	137	145	140	0	4	3
Number Scoring 55-100	131	141	137	0	#	#
Number Scoring 65-100	120	126	119	0	#	#
Number Scoring 85-100	21	25	23	0	#	#
Percentage of Tested Scoring 55-100	96%	97%	98%	0%	#	#
Percentage of Tested Scoring 65-100	88%	87%	85%	0%	#	#
Percentage of Tested Scoring 85-100	15%	17%	16%	0%	#	#
<b>Physical Setting/Physics</b>						
Number Tested			85			1
Number Scoring 55-100			83			#
Number Scoring 65-100			76			#
Number Scoring 85-100			31			#
Percentage of Tested Scoring 55-100			98%			#
Percentage of Tested Scoring 65-100			89%			#
Percentage of Tested Scoring 85-100			36%			#

\* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive French</b>						
Number Tested	35	30	34	0	0	0
Number Scoring 55-100	34	29	34	0	0	0
Number Scoring 65-100	31	29	34	0	0	0
Number Scoring 85-100	9	15	16	0	0	0
Percentage of Tested Scoring 55-100	97%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	89%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	26%	50%	47%	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	0	48	0	0	2	0
Number Scoring 55-100	0	47	0	0	#	0
Number Scoring 65-100	0	45	0	0	#	0
Number Scoring 85-100	0	21	0	0	#	0
Percentage of Tested Scoring 55-100	0%	98%	0%	0%	#	0%
Percentage of Tested Scoring 65-100	0%	94%	0%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	44%	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	77	66	65	1	2	0
Number Scoring 55-100	76	66	65	#	#	0
Number Scoring 65-100	76	66	64	#	#	0
Number Scoring 85-100	40	40	38	#	#	0
Percentage of Tested Scoring 55-100	99%	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	99%	100%	98%	#	#	0%
Percentage of Tested Scoring 85-100	52%	61%	58%	#	#	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	135	22	17	3	0	1
Number Scoring 55-100	128	22	9	#	0	#
Number Scoring 65-100	119	16	5	#	0	#
Number Scoring 85-100	70	4	0	#	0	#
Percentage of Tested Scoring 55-100	95%	100%	53%	#	0%	#
Percentage of Tested Scoring 65-100	88%	73%	29%	#	0%	#
Percentage of Tested Scoring 85-100	52%	18%	0%	#	0%	#

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	114	92%	28	93%	8	100%
Students with Disabilities	19	84%	2	#	1	#

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 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%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</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 - I)

# New York State Alternate Assessments (NYSAA) 2003–04

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	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	0	#	#	#	#

## 2000 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	193	193	193	37	37	37	230	230	230
Number Scoring 55–64	8	4	3	10	2	1	18	6	4
Number Scoring 65–84	119	68	72	16	16	18	135	84	90
Number Scoring 85–100	63	112	117	0	6	4	63	118	121
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			5			1
Beginning (0-18)			0			#
Intermediate (19-31)			0			#
Advanced (32-36)			2			#
Proficient (37-39)			3			#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			5			1
Beginning (0-14)			0			#
Intermediate (15-24)			2			#
Advanced (25-32)			3			#
Proficient (33-35)			0			#

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)