

# 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	2002-03	2003-04	2004-05
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	269	264	310
Tenth	226	225	240
Eleventh	228	216	233
Twelfth	251	243	210
Ungraded Secondary	0	47	16
Total K-12 Enrollment	974	995	1009

## Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	27	2.8%	9	0.9%	6	0.6%
Black (Not Hispanic)	7	0.7%	6	0.6%	13	1.3%
Hispanic	12	1.2%	7	0.7%	12	1.2%
White (Not Hispanic)	928	95.3%	973	97.8%	978	96.9%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	22	22	26
Mathematics Grade 10	23	24	24
Science Grade 10	21	22	28
Social Studies Grade 10	24	26	25

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	7	0.7%	7	0.7%	7	0.7%
Eligible for Free Lunch	43	4.4%	59	5.9%	63	6.2%

### Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.3%		92.6%		93.4%
Student Suspensions	50	5.2%	71	7.3%	51	5.1%

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

	2002-03	2003-04	2004-05
Reduced Lunch	3.2%	3.7%	4.2%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	98%	93%	100%

### Staff Counts

Staff	2004-05
Total Teachers	75
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	1

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

(Form – B)

# High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	212	150	169
	Regents Diplomas	156	149	158
	% Regents Diplomas	74%	99%	93%
	Regents Diplomas with Advanced Designation**			107
	% Regents Diplomas with Advanced Designation			63%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	3	6	14
	Regents Diplomas	1	6	7
	% Regents Diplomas	33%	100%	50%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			7%
	IEP Diplomas or Local Certificates	10	26	8
<b>All Students</b>	Total Graduates*	215	156	183
	Regents Diplomas	157	155	165
	% Regents Diplomas	73%	99%	90%
	Regents Diplomas with Advanced Designation**			108
	% Regents Diplomas with Advanced Designation			59%
	IEP Diplomas or Local Certificates	10	26	8

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
<b>General-Education Students</b>	<b>Number</b>	101	50	4	0	10	0	1	3
	<b>Percent</b>	60%	30%	2%	0%	6%	0%	1%	2%
<b>Students with Disabilities</b>	<b>Number</b>	4	6	0	1	3	0	0	0
	<b>Percent</b>	29%	43%	0%	7%	21%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	105	56	4	1	13	0	1	3
	<b>Percent</b>	57%	31%	2%	1%	7%	0%	1%	2%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	13		25	2.9%	19	2.1%
	Entered GED Program*	8		12	1.4%	11	1.2%
	Total Noncompleters	21		37	4.3%	30	3.4%
<b>Students with Disabilities</b>	Dropped Out	3		2	1.3%	3	2.1%
	Entered GED Program*	3		2	1.3%	0	0.0%
	Total Noncompleters	6		4	2.7%	3	2.1%
<b>All Students</b>	Dropped Out	16	1.6%	27	2.7%	22	2.1%
	Entered GED Program*	11	1.1%	14	1.4%	11	1.1%
	Total Noncompleters	27	2.8%	41	4.1%	33	3.2%

\*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	860	906	882
	Number of Students with Disabilities	114	134	127
	Number of All Students	974	1040	1009
	Percent of Enrollment	100%	105%	100%

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	1	#	2	#
Writing	0	0%	1	#	2	#
Global Studies	1	#	0	0%	2	#
U.S. Hist & Gov't	0	0%	1	#	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	18	83%	12	50%	10	70%
Science	5	20%	9	44%	6	33%
Reading	4	#	14	64%	9	33%
Writing	5	40%	15	87%	7	71%
Global Studies	17	53%	1	#	6	50%
U.S. Hist & Gov't	1	#	8	50%	12	67%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	216	212	231	25	18	23
Number Scoring 55-100	210	204	225	22	14	22
Number Scoring 65-100	192	196	205	15	12	19
Number Scoring 85-100	84	110	114	1	3	3
Percentage of Tested Scoring 55-100	97%	96%	97%	88%	78%	96%
Percentage of Tested Scoring 65-100	89%	92%	89%	60%	67%	83%
Percentage of Tested Scoring 85-100	39%	52%	49%	4%	17%	13%
<b>Mathematics A</b>						
Number Tested	248	258	248	27	27	26
Number Scoring 55-100	222	251	245	20	23	24
Number Scoring 65-100	203	229	237	10	20	22
Number Scoring 85-100	84	110	114	2	1	2
Percentage of Tested Scoring 55-100	90%	97%	99%	74%	85%	92%
Percentage of Tested Scoring 65-100	82%	89%	96%	37%	74%	85%
Percentage of Tested Scoring 85-100	34%	43%	46%	7%	4%	8%
<b>Mathematics B</b>						
Number Tested	109	118	140	2	2	3
Number Scoring 55-100	106	114	133	#	#	#
Number Scoring 65-100	99	106	121	#	#	#
Number Scoring 85-100	26	45	36	#	#	#
Percentage of Tested Scoring 55-100	97%	97%	95%	#	#	#
Percentage of Tested Scoring 65-100	91%	90%	86%	#	#	#
Percentage of Tested Scoring 85-100	24%	38%	26%	#	#	#
<b>Global History and Geography</b>						
Number Tested	228	258	252	22	29	23
Number Scoring 55-100	211	234	229	18	23	16
Number Scoring 65-100	190	203	198	13	17	10
Number Scoring 85-100	83	84	70	3	3	0
Percentage of Tested Scoring 55-100	93%	91%	91%	82%	79%	70%
Percentage of Tested Scoring 65-100	83%	79%	79%	59%	59%	43%
Percentage of Tested Scoring 85-100	36%	33%	28%	14%	10%	0%
<b>U.S. History and Government</b>						
Number Tested	230	210	225	24	20	21
Number Scoring 55-100	225	199	209	22	16	15
Number Scoring 65-100	221	189	196	22	11	13
Number Scoring 85-100	116	116	109	6	3	4
Percentage of Tested Scoring 55-100	98%	95%	93%	92%	80%	71%
Percentage of Tested Scoring 65-100	96%	90%	87%	92%	55%	62%
Percentage of Tested Scoring 85-100	50%	55%	48%	25%	15%	19%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	258	212	230	23	20	29
Number Scoring 55-100	253	211	228	23	20	29
Number Scoring 65-100	236	197	210	20	16	25
Number Scoring 85-100	82	57	72	4	2	2
Percentage of Tested Scoring 55-100	98%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 65-100	91%	93%	91%	87%	80%	86%
Percentage of Tested Scoring 85-100	32%	27%	31%	17%	10%	7%
<b>Physical Setting/Earth Science</b>						
Number Tested	148	220	224	9	14	22
Number Scoring 55-100	148	209	210	9	12	19
Number Scoring 65-100	146	189	187	9	8	13
Number Scoring 85-100	84	72	69	2	3	2
Percentage of Tested Scoring 55-100	100%	95%	94%	100%	86%	86%
Percentage of Tested Scoring 65-100	99%	86%	83%	100%	57%	59%
Percentage of Tested Scoring 85-100	57%	33%	31%	22%	21%	9%
<b>Physical Setting/Chemistry</b>						
Number Tested	145	140	157	4	3	1
Number Scoring 55-100	141	137	153	#	#	#
Number Scoring 65-100	126	119	127	#	#	#
Number Scoring 85-100	25	23	27	#	#	#
Percentage of Tested Scoring 55-100	97%	98%	97%	#	#	#
Percentage of Tested Scoring 65-100	87%	85%	81%	#	#	#
Percentage of Tested Scoring 85-100	17%	16%	17%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested		85	59		1	0
Number Scoring 55-100		83	58		#	0
Number Scoring 65-100		76	54		#	0
Number Scoring 85-100		31	31		#	0
Percentage of Tested Scoring 55-100		98%	98%		#	0%
Percentage of Tested Scoring 65-100		89%	92%		#	0%
Percentage of Tested Scoring 85-100		36%	53%		#	0%

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	30	34	31	0	0	0
Number Scoring 55-100	29	34	31	0	0	0
Number Scoring 65-100	29	34	31	0	0	0
Number Scoring 85-100	15	16	16	0	0	0
Percentage of Tested Scoring 55-100	97%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	97%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	50%	47%	52%	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	48	0	43	2	0	1
Number Scoring 55-100	47	0	43	#	0	#
Number Scoring 65-100	45	0	41	#	0	#
Number Scoring 85-100	21	0	21	#	0	#
Percentage of Tested Scoring 55-100	98%	0%	100%	#	0%	#
Percentage of Tested Scoring 65-100	94%	0%	95%	#	0%	#
Percentage of Tested Scoring 85-100	44%	0%	49%	#	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	66	65	65	2	0	1
Number Scoring 55-100	66	65	65	#	0	#
Number Scoring 65-100	66	64	64	#	0	#
Number Scoring 85-100	40	38	35	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	100%	98%	98%	#	0%	#
Percentage of Tested Scoring 85-100	61%	58%	54%	#	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)

## New York State Alternate Assessments (NYSAA) 2004–05

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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	0	#	#	#	#

### 2001 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	202	202	202	26	26	26	228	228	228
Number Scoring 55–64	9	4	2	5	3	3	14	7	5
Number Scoring 65–84	96	69	65	7	8	12	103	77	77
Number Scoring 85–100	81	110	121	2	3	3	83	113	124
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		5	8		1	2
Beginning		0	1		#	#
Intermediate		0	2		#	#
Advanced		2	2		#	#
Proficient		3	3		#	#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		5	8		1	2
Beginning		0	2		#	#
Intermediate		2	3		#	#
Advanced		3	3		#	#
Proficient		0	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)