



The New York State Report Card 2011–12

School **SOUTH GLENS FALLS SENIOR HIGH
SCHOOL**

School ID **52-14-01-04-0007**

District **SOUTH GLENS FALLS CENTRAL
SCHOOL DISTRICT**

Principal **CARLA BIVIANO**

Telephone **(518) 792-9987**

Grades **9-12, US**

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic supports.

This report includes:

1 Profile

This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.

2 Student Performance

This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.

3 Student Outcomes

This section shows outcomes for graduates and non-completers, including post-graduation plans of completers.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: dataquest@mail.nysed.gov

1 Profile

School **SOUTH GLENS FALLS SENIOR HIGH SCHOOL**
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District **SOUTH GLENS FALLS CENTRAL SCHOOL DISTRICT**

Enrollment

	2009-10	2010-11	2011-12
Pre-K	0	0	
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Ungraded Elementary	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	285	286	238
Grade 10	270	251	282
Grade 11	255	261	243
Grade 12	220	237	253
Ungraded Secondary	0	0	2
Total K-12	1030	1035	1018

Average Class Size

	2009-10	2010-11	2011-12
Common Branch			
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English	20	21	22
Mathematics	19	21	20
Science	23	22	24
Social Studies	19	22	22

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a school's and district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.

1 Profile

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Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	89	9%	80	8%	95	9%
Reduced Price Lunch	68	7%	65	6%	54	5%
Limited English Proficient	1	0%	2	0%	2	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	1	0%	1	0%	1	0%
Black or African American	9	1%	11	1%	10	1%
Hispanic or Latino	7	1%	8	1%	13	1%
Asian or Native Hawaiian/Other Pacific Islander	4	0%	5	0%	4	0%
White	1008	98%	1009	97%	989	97%
Multiracial	1	0%	1	0%	1	0%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		94%		93%		94%
Student Suspensions	131	13%	85	8%	76	7%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's *Annual Attendance Rate* is a weighted average of all district-level attendance rates.

Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

1 Profile

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District **SOUTH GLENS FALLS CENTRAL SCHOOL DISTRICT**

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	83	83	80
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer than Three Years of Experience	1%	4%	1%
Percentage with Master's Degree Plus 30 Hours or Doctorate	12%	11%	10%
Total Number of Core Classes	265	248	229
Percent Not Taught by Highly Qualified Teachers in This School*	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District**	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	4%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
Total Number of Classes	413	419	378
Percent Taught by Teachers Without Appropriate Certification	0%	0%	1%

*Not available at the district or statewide level.

**Not available for charter schools or at the statewide level.

Teacher Turnover Rate

	2008-09	2009-10	2010-11
Turnover Rate of Teachers with Fewer than Five Years of Experience	8%	14%	0%
Turnover Rate of All Teachers	6%	5%	7%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	5	5	5
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	2	2	2
Principals	1	1	1

*Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* for public schools is the percent doing so on more than an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with state standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as *Highly Qualified* provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of *Highly Qualified Teacher* status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as *Highly Qualified* if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered *Highly Qualified* if they meet all remaining criteria.

High-poverty and *low-poverty* schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties.

2 Student Performance

School **SOUTH GLENS FALLS SENIOR HIGH SCHOOL**
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District **SOUTH GLENS FALLS CENTRAL SCHOOL DISTRICT**

This section contains annual assessment data for students at the elementary, middle, and commencement levels as well as the performance of secondary-level cohorts on standardized achievement assessments.

New York State Testing Program (NYSTP) Assessments

The New York State Testing Program assessments are administered in English language arts (ELA) and mathematics in grades 3 through 8. The Performance Level Descriptors for these assessments are provided below:

English Language Arts

Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

New York State Alternate Assessment (NYSAA)

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only.

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

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

Secondary-Level Cohorts

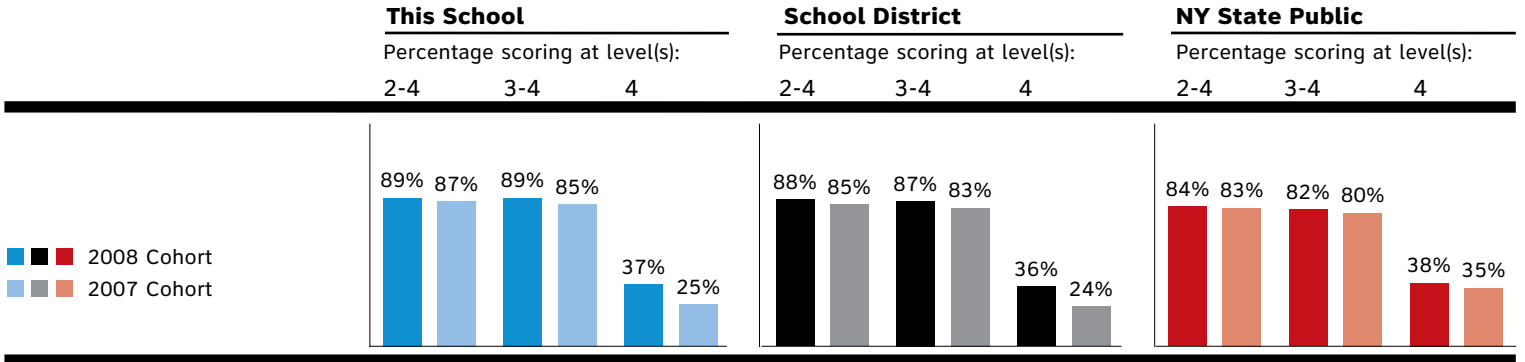
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2008 and June 30, 2009. The 2007 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2007 and June 30, 2008. For more detailed information on cohort definitions, see *Secondary-Level Cohort Definitions* at <http://www.p12.nysed.gov/irs/sirs/>.

2 Student Performance

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District **SOUTH GLENS FALLS CENTRAL SCHOOL DISTRICT**

Total Cohort Results in Secondary-Level English Language Arts after Four Years of Instruction



Results by Student Group	2008 Cohort			2007 Cohort				
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	274	89%	89%	37%	245	87%	85%	25%
Female	147	90%	89%	39%	119	92%	91%	29%
Male	127	88%	88%	35%	126	83%	80%	21%
American Indian or Alaska Native	1	-	-	-	-	-	-	-
Black or African American	1	-	-	-	3	-	-	-
Hispanic or Latino	6	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	1	-	-	-
White	265	89%	89%	37%	239	87%	85%	25%
Multiracial								
Small Group Totals	9	78%	67%	44%	6	83%	83%	17%
General-Education Students	245	92%	92%	41%	219	90%	90%	27%
Students with Disabilities	29	66%	62%	7%	26	62%	46%	8%
English Proficient	274	89%	89%	37%	245	87%	85%	25%
Limited English Proficient								
Economically Disadvantaged	44	89%	86%	18%	38	84%	71%	8%
Not Disadvantaged	230	89%	89%	41%	207	88%	88%	28%
Migrant								
Not Migrant	274	89%	89%	37%	245	87%	85%	25%

NOTES

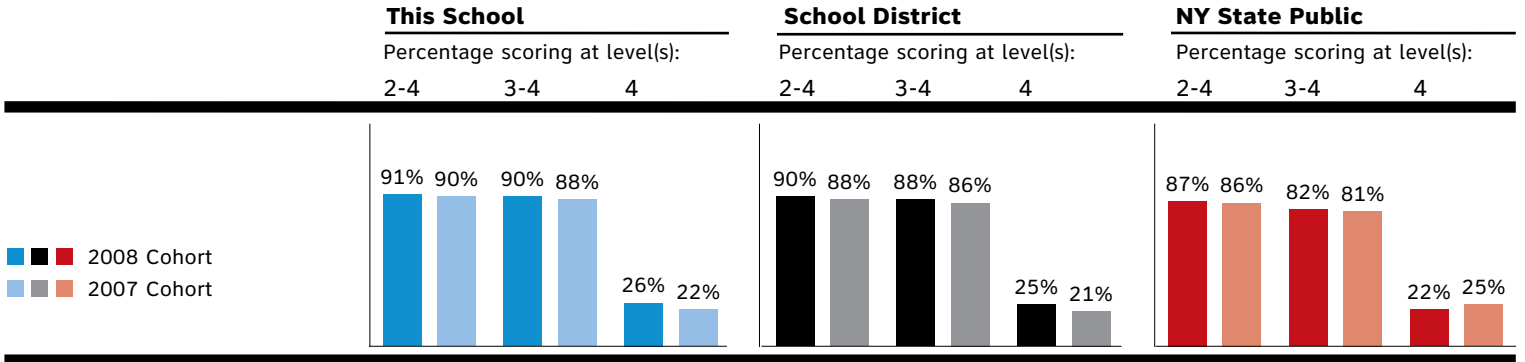
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2 Student Performance

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District **SOUTH GLENS FALLS CENTRAL SCHOOL DISTRICT**

Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction



Results by Student Group	2008 Cohort			2007 Cohort				
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	274	91%	90%	26%	245	90%	88%	22%
Female	147	90%	88%	23%	119	93%	93%	22%
Male	127	92%	91%	29%	126	87%	83%	21%
American Indian or Alaska Native	1	-	-	-	-	-	-	-
Black or African American	1	-	-	-	3	-	-	-
Hispanic or Latino	6	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	1	-	-	-
White	265	92%	91%	26%	239	90%	88%	21%
Multiracial								
Small Group Totals	9	78%	67%	11%	6	83%	67%	33%
General-Education Students	245	93%	93%	29%	219	94%	92%	24%
Students with Disabilities	29	72%	62%	3%	26	58%	50%	0%
English Proficient	274	91%	90%	26%	245	90%	88%	22%
Limited English Proficient								
Economically Disadvantaged	44	93%	89%	14%	38	87%	76%	16%
Not Disadvantaged	230	91%	90%	28%	207	90%	90%	23%
Migrant								
Not Migrant	274	91%	90%	26%	245	90%	88%	22%

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District **SOUTH GLENS FALLS CENTRAL SCHOOL DISTRICT**

2008 Total Cohort Results in Secondary-Level Global History and Geography, U.S. History and Government, and Science after Four Years of Instruction

	All Students				General-Education Students				Students with Disabilities			
	Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:		
		55-64	65-84	85-100		55-64	65-84	85-100		55-64	65-84	85-100
Global History and Geography	274	6%	48%	33%	245	4%	49%	37%	29	17%	34%	0%
U.S. History and Government	274	4%	35%	47%	245	3%	33%	53%	29	7%	48%	3%
Science	274	3%	43%	45%	245	1%	43%	49%	29	21%	45%	14%

New York State Alternate Assessments (NYSAA) 2011-12

Secondary Level	All Students				
	Total Tested	Number of students scoring at Level:			
		1	2	3	4
English Language Arts	1	—	—	—	—
Mathematics	1	—	—	—	—
Social Studies	1	—	—	—	—
Science	1	—	—	—	—

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2 Student Performance

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Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2011-12	244	96%	91%	31%	222	98%	94%	34%	22	77%	59%	5%
	2010-11	264	100%	96%	39%	241	100%	97%	41%	23	100%	91%	9%
	2009-10	249	96%	88%	26%	217	100%	95%	29%	32	66%	38%	6%
Integrated Algebra	2011-12	265	97%	90%	9%	224	97%	92%	10%	41	95%	76%	7%
	2010-11	247	98%	94%	13%	221	100%	97%	14%	26	85%	65%	4%
	2009-10	259	97%	94%	11%	230	99%	97%	12%	29	83%	69%	3%
Geometry	2011-12	193	99%	95%	32%	186	99%	96%	32%	7	86%	71%	29%
	2010-11	227	96%	91%	37%	224	—	—	—	3	—	—	—
	2009-10	152	99%	96%	34%	151	—	—	—	1	—	—	—
Algebra 2/Trigonometry	2011-12	178	76%	66%	27%	176	—	—	—	2	—	—	—
	2010-11	209	76%	58%	14%	205	—	—	—	4	—	—	—
	2009-10	156	78%	64%	31%	154	—	—	—	2	—	—	—
Global History and Geography	2011-12	328	90%	75%	20%	297	92%	79%	23%	31	74%	35%	0%
	2010-11	299	86%	69%	17%	268	87%	73%	19%	31	77%	39%	0%
	2009-10	296	89%	77%	31%	270	92%	80%	34%	26	62%	42%	0%
U.S. History and Government	2011-12	259	90%	83%	42%	233	94%	88%	47%	26	58%	42%	4%
	2010-11	269	96%	90%	49%	249	96%	92%	53%	20	90%	75%	5%
	2009-10	227	95%	89%	45%	205	95%	91%	48%	22	95%	73%	14%
Living Environment	2011-12	319	91%	86%	46%	285	92%	89%	49%	34	82%	53%	18%
	2010-11	234	92%	85%	37%	206	92%	87%	40%	28	93%	64%	11%
	2009-10	258	87%	78%	26%	225	87%	82%	30%	33	85%	48%	0%
Physical Setting/Earth Science	2011-12	236	83%	77%	36%	203	85%	79%	38%	33	73%	64%	21%
	2010-11	335	82%	72%	33%	306	82%	74%	35%	29	83%	52%	14%
	2009-10	315	83%	74%	26%	282	84%	76%	28%	33	79%	58%	9%
Physical Setting/Chemistry	2011-12	139	96%	85%	20%	139	96%	85%	20%	0	—	—	—
	2010-11	147	95%	78%	16%	146	—	—	—	1	—	—	—
	2009-10	126	98%	84%	17%	125	—	—	—	1	—	—	—
Physical Setting/Physics	2011-12	27	96%	96%	56%	27	96%	96%	56%	0	—	—	—
	2010-11	45	100%	100%	87%	45	100%	100%	87%	0	—	—	—
	2009-10	38	97%	97%	61%	38	97%	97%	61%	0	—	—	—

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2 Student Performance

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District **SOUTH GLENS FALLS CENTRAL SCHOOL DISTRICT**

Regents Competency Tests

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
Mathematics	2011-12	0		0		0	
	2010-11	0		0		0	
	2009-10	2	—	0		2	—
Science	2011-12	0		0		0	
	2010-11	0		0		0	
	2009-10	0		0		0	
Reading	2011-12	0		0		0	
	2010-11	0		0		0	
	2009-10	1	—	0		1	—
Writing	2011-12	0		0		0	
	2010-11	0		0		0	
	2009-10	0		0		0	
Global Studies	2011-12	12	25%	0		12	25%
	2010-11	0		0		0	
	2009-10	13	46%	2	—	11	—
U.S. History and Government	2011-12	11	82%	1	—	10	—
	2010-11	0		0		0	
	2009-10	1	—	0		1	—

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New York State English as a Second Language Achievement Test (NYSESLAT)

		All Students				General-Education Students				Students with Disabilities						
		Total Tested	Percent of students scoring in each performance level:			Total Tested	Percent of students scoring in each performance level:			Total Tested	Percent of students scoring in each performance level:					
			Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.
Listening and Speaking (Grades K-1)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Reading and Writing (Grades K-1)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Listening and Speaking (Grades 2-4)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Reading and Writing (Grades 2-4)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Listening and Speaking (Grades 5-6)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Reading and Writing (Grades 5-6)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Listening and Speaking (Grades 7-8)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Reading and Writing (Grades 7-8)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Listening and Speaking (Grades 9-12)	2011-12	2	—	—	—	—	2	—	—	—	—	0				
	2010-11	2	—	—	—	—	2	—	—	—	—	0				
	2009-10	2	—	—	—	—	2	—	—	—	—	0				
Reading and Writing (Grades 9-12)	2011-12	2	—	—	—	—	2	—	—	—	—	0				
	2010-11	2	—	—	—	—	2	—	—	—	—	0				
	2009-10	2	—	—	—	—	2	—	—	—	—	0				

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3 Student Outcomes

School **SOUTH GLENS FALLS SENIOR HIGH SCHOOL**
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District **SOUTH GLENS FALLS CENTRAL SCHOOL DISTRICT**

High School Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates
Total Graduates	2011-12	230		212		18	
	2010-11	220		201		19	
	2009-10	199		188		11	
Receiving a Regents Diploma	2011-12	213	93%	205	97%	8	44%
	2010-11	193	88%	186	93%	7	37%
	2009-10	184	92%	182	97%	2	18%
Receiving a Regents Diploma with Advanced Designation	2011-12	103	45%	103	49%	0	0%
	2010-11	89	40%	88	44%	1	5%
	2009-10	95	48%	94	50%	1	9%
Receiving an Individualized Education Program (IEP) Diploma	2011-12	2	N/A	0		2	N/A
	2010-11	4	N/A	0		4	N/A
	2009-10	1	N/A	0		1	N/A

NOTE

Students receiving Regents diplomas and Regents diplomas with advanced designation are considered graduates; recipients of IEP diplomas are not.

High School Non-completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Dropped Out	2011-12	10	1%	6	1%	4	3%
	2010-11	13	1%	11	1%	2	2%
	2009-10	18	2%	11	1%	7	6%
Entered Approved High School Equivalency Preparation Program	2011-12	25	2%	19	2%	6	5%
	2010-11	14	1%	12	1%	2	2%
	2009-10	20	2%	18	2%	2	2%
Total Non-completers	2011-12	35	3%	25	3%	10	8%
	2010-11	27	3%	23	2%	4	4%
	2009-10	38	4%	29	3%	9	8%

Post-secondary Plans of 2011-12 Completers

	All Students		General-Education Students		Students with Disabilities	
	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
To 4-year College	83	36%	79	37%	4	20%
To 2-year College	103	44%	95	45%	8	40%
To Other Post-secondary	1	0%	0	0%	1	5%
To the Military	8	3%	8	4%	0	0%
To Employment	36	16%	30	14%	6	30%
To Adult Services	1	0%	0	0%	1	5%
To Other Known Plans	0	0%	0	0%	0	0%
Plan Unknown	0	0%	0	0%	0	0%