

New York State School Report Card Comprehensive Information Report

BEDS Code: 17-05-00-01-0009
 Name: Gloversville High School
 Principal: David Fisher

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	227	281	308
Tenth	210	198	217
Eleventh	192	172	164
Twelfth	189	176	170
Ungraded Secondary	54	7	6
Total K-12 Enrollment	872	834	865

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	9	1.0%	10	1.2%	14	1.6%
Black (Not Hispanic)	20	2.3%	22	2.6%	28	3.2%
Hispanic	26	3.0%	18	2.2%	21	2.4%
White (Not Hispanic)	817	93.7%	784	94.0%	802	92.7%

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	0	13	0
English Grade 10	28	24	25
Mathematics Grade 10	22	21	23
Science Grade 10	23	21	22
Social Studies Grade 10	23	26	28

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
47	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	7	0.8%	3	0.4%	0	0.0%
Eligible for Free Lunch	176	20.2%	172	20.6%	228	26.4%

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		89.3%		86.5%		89.4%
Student Suspensions	126	13.9%	147	16.9%	118	14.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	8.8%	7.0%	9.9%
Public Assistance	11-20%	11-20%	31-40%
Student Stability	95%	98%	100%

Staff Counts

Staff	2003-04
Total Teachers	64
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	2

*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	162	94	58%	138	91	66%	128	84	66%
Students with Disabilities	4	0	0%	14	6	43%	12	3	25%
All Students	166	94	57%	152	97	64%	140	87	62%

*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	44	63	1	8	22	2
Percent	31%	45%	1%	6%	16%	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)
12	3	8	20

*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	2		13		13	1.8%
	Entered GED Program*	8		7		12	1.6%
	Total Noncompleters	10		20		25	3.4%
Students with Disabilities	Dropped Out	1		3		2	1.6%
	Entered GED Program*	1		5		3	2.3%
	Total Noncompleters	2		8		5	3.9%
All Students	Dropped Out	3	0.3%	16	1.9%	15	1.7%
	Entered GED Program*	9	1.0%	12	1.4%	15	1.7%
	Total Noncompleters	12	1.4%	28	3.4%	30	3.5%

*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	68	80	0
	Number of Students with Disabilities	62	60	160
	Number of All Students	130	140	160
	Percent of Enrollment	15%	17%	18%

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	4	#	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	3	#	0	0%	0	0%
Spanish	52	2%	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	1	#	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	2	#	3	#	7	86%
Science	3	#	0	0%	6	50%
Reading	1	#	3	#	3	#
Writing	1	#	3	#	3	#
Global Studies	1	#	0	0%	2	#
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	10	80%	17	100%	29	83%
Science	7	57%	15	93%	25	80%
Reading	6	83%	16	100%	12	83%
Writing	5	60%	24	71%	6	100%
Global Studies	3	#	9	100%	10	50%
U.S. Hist & Gov't	0	0%	2	#	9	56%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	203	225	157	23	26	9
Number Scoring 55-100	155	163	134	12	11	6
Number Scoring 65-100	106	120	113	2	6	3
Number Scoring 85-100	33	21	45	1	0	0
Percentage of Tested Scoring 55-100	76%	72%	85%	52%	42%	67%
Percentage of Tested Scoring 65-100	52%	53%	72%	9%	23%	33%
Percentage of Tested Scoring 85-100	16%	9%	29%	4%	0%	0%
Mathematics A						
Number Tested	170	253	205	21	41	27
Number Scoring 55-100	105	188	196	6	11	23
Number Scoring 65-100	84	147	181	3	3	15
Number Scoring 85-100	37	42	46	0	0	1
Percentage of Tested Scoring 55-100	62%	74%	96%	29%	27%	85%
Percentage of Tested Scoring 65-100	49%	58%	88%	14%	7%	56%
Percentage of Tested Scoring 85-100	22%	17%	22%	0%	0%	4%
Mathematics B						
Number Tested	0	77	91	0	0	0
Number Scoring 55-100	0	52	73	0	0	0
Number Scoring 65-100	0	40	63	0	0	0
Number Scoring 85-100	0	5	13	0	0	0
Percentage of Tested Scoring 55-100	0%	68%	80%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	52%	69%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	6%	14%	0%	0%	0%
Global History and Geography						
Number Tested	167	203	193	15	29	29
Number Scoring 55-100	145	168	170	9	13	17
Number Scoring 65-100	121	155	147	6	10	12
Number Scoring 85-100	46	55	61	0	1	1
Percentage of Tested Scoring 55-100	87%	83%	88%	60%	45%	59%
Percentage of Tested Scoring 65-100	72%	76%	76%	40%	34%	41%
Percentage of Tested Scoring 85-100	28%	27%	32%	0%	3%	3%
U.S. History and Government						
Number Tested	193	171	150	24	21	11
Number Scoring 55-100	176	157	140	18	14	7
Number Scoring 65-100	156	145	134	17	11	6
Number Scoring 85-100	56	69	71	1	1	3
Percentage of Tested Scoring 55-100	91%	92%	93%	75%	67%	64%
Percentage of Tested Scoring 65-100	81%	85%	89%	71%	52%	55%
Percentage of Tested Scoring 85-100	29%	40%	47%	4%	5%	27%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	148	164	274	18	18	28
Number Scoring 55-100	142	156	245	16	14	22
Number Scoring 65-100	132	142	221	14	9	13
Number Scoring 85-100	34	21	37	0	0	0
Percentage of Tested Scoring 55-100	96%	95%	89%	89%	78%	79%
Percentage of Tested Scoring 65-100	89%	87%	81%	78%	50%	46%
Percentage of Tested Scoring 85-100	23%	13%	14%	0%	0%	0%
Physical Setting/Earth Science						
Number Tested	126	146	122	7	10	4
Number Scoring 55-100	123	135	98	6	8	#
Number Scoring 65-100	115	128	81	6	7	#
Number Scoring 85-100	64	66	31	2	1	#
Percentage of Tested Scoring 55-100	98%	92%	80%	86%	80%	#
Percentage of Tested Scoring 65-100	91%	88%	66%	86%	70%	#
Percentage of Tested Scoring 85-100	51%	45%	25%	29%	10%	#
Physical Setting/Chemistry						
Number Tested	121	105	87	1	1	2
Number Scoring 55-100	96	83	76	#	#	#
Number Scoring 65-100	56	57	55	#	#	#
Number Scoring 85-100	10	7	6	#	#	#
Percentage of Tested Scoring 55-100	79%	79%	87%	#	#	#
Percentage of Tested Scoring 65-100	46%	54%	63%	#	#	#
Percentage of Tested Scoring 85-100	8%	7%	7%	#	#	#
Physical Setting/Physics						
Number Tested			28			0
Number Scoring 55-100			27			0
Number Scoring 65-100			25			0
Number Scoring 85-100			3			0
Percentage of Tested Scoring 55-100			96%			0%
Percentage of Tested Scoring 65-100			89%			0%
Percentage of Tested Scoring 85-100			11%			0%

* 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
Comprehensive French						
Number Tested	17	16	15	0	0	0
Number Scoring 55-100	15	16	14	0	0	0
Number Scoring 65-100	13	14	14	0	0	0
Number Scoring 85-100	0	10	5	0	0	0
Percentage of Tested Scoring 55-100	88%	100%	93%	0%	0%	0%
Percentage of Tested Scoring 65-100	76%	88%	93%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	62%	33%	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	67	72	54	1	1	0
Number Scoring 55-100	65	72	54	#	#	0
Number Scoring 65-100	64	68	54	#	#	0
Number Scoring 85-100	37	32	32	#	#	0
Percentage of Tested Scoring 55-100	97%	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	96%	94%	100%	#	#	0%
Percentage of Tested Scoring 85-100	55%	44%	59%	#	#	0%
Comprehensive Latin						
Number Tested	17	21	14	0	0	1
Number Scoring 55-100	16	20	13	0	0	#
Number Scoring 65-100	11	19	9	0	0	#
Number Scoring 85-100	4	11	2	0	0	#
Percentage of Tested Scoring 55-100	94%	95%	93%	0%	0%	#
Percentage of Tested Scoring 65-100	65%	90%	64%	0%	0%	#
Percentage of Tested Scoring 85-100	24%	52%	14%	0%	0%	#

(Form - H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	117	21	0	5	2	0
Number Scoring 55-100	90	13	0	2	#	0
Number Scoring 65-100	84	8	0	2	#	0
Number Scoring 85-100	32	2	0	2	#	0
Percentage of Tested Scoring 55-100	77%	62%	0%	40%	#	0%
Percentage of Tested Scoring 65-100	72%	38%	0%	40%	#	0%
Percentage of Tested Scoring 85-100	27%	10%	0%	40%	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	52	100%	63	94%	69	90%
Students with Disabilities	11	91%	17	65%	22	77%

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
Nov 2003	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 2004	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
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

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	144	144	144	15	15	15	159	159	159
Number Scoring 55–64	4	5	4	2	3	2	6	8	6
Number Scoring 65–84	76	61	78	8	6	9	84	67	87
Number Scoring 85–100	46	65	53	1	1	1	47	66	54
Approved Alternatives	1	0	0	0	0	0	1	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
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			5			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			3			0
Proficient (37-39)			2			0
Reading and Writing (Grade 9-12)						
Number Tested			5			0
Beginning (0-14)			1			0
Intermediate (15-24)			2			0
Advanced (25-32)			1			0
Proficient (33-35)			1			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)