

New York State District Report Card Comprehensive Information Report

BEDS Code: 26-05-01-06-0000
 Name: Greece Central School District
 Superintendent: Steven Walts

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	160	173	231
Kindergarten	859	822	862
First	880	883	828
Second	934	901	903
Third	968	932	925
Fourth	985	1000	941
Fifth	946	996	1013
Sixth	1214	981	1040
Ungraded Elementary	111	85	77
Seventh	1109	1237	1025
Eighth	1123	1149	1265
Ninth	1078	1144	1143
Tenth	1200	1082	1176
Eleventh	1125	1162	1082
Twelfth	1158	1124	1194
Ungraded Secondary	97	59	94
Total K-12 Enrollment	13787	13557	13568

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	341	2.5%	346	2.6%	331	2.4%
Black (Not Hispanic)	645	4.7%	703	5.2%	819	6.0%
Hispanic	474	3.4%	478	3.5%	531	3.9%
White (Not Hispanic)	12327	89.4%	12030	88.7%	11887	87.6%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	21	20	21
Common Branch	22	22	23
English Grade 8	23	24	24
Mathematics Grade 8	22	22	24
Science Grade 8	23	24	25
Social Studies Grade 8	23	24	25
English Grade 10	23	22	23
Mathematics Grade 10	23	21	24
Science Grade 10	20	23	25
Social Studies Grade 10	22	21	23

(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
NA	NA

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	278	2.0%	272	2.0%	232	1.7%
Eligible for Free Lunch	1653	12.0%	1921	13.9%	2107	15.5%

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		94.5%		94.6%		95.0%
Student Suspensions	683	5.0%	730	5.3%	781	5.8%

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

	2001-02	2002-03	2003-04
Reduced Lunch	5.8%	7.5%	7.9%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	1062
Total Other Professional Staff	145
Total Paraprofessionals	249
Teaching Out of Certification*	13

*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	830	616	74%	845	643	76%	903	711	79%
Students with Disabilities	71	13	18%	68	11	16%	97	33	34%
All Students	901	629	70%	913	654	72%	1000	744	74%

*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	413	336	9	22	50	170
Percent	41%	34%	1%	2%	5%	17%

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)
97	33	34	131

*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	28		48		51	1.3%
	Entered GED Program*	103		74		69	1.7%
	Total Noncompleters	131		122		120	3.0%
Students with Disabilities	Dropped Out	1		8		19	2.8%
	Entered GED Program*	31		20		21	3.0%
	Total Noncompleters	32		28		40	5.8%
All Students	Dropped Out	29	0.6%	56	1.2%	70	1.5%
	Entered GED Program*	134	2.9%	94	2.1%	90	1.9%
	Total Noncompleters	163	3.5%	150	3.3%	160	3.4%

*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	12%	42%	46%
2-3	10%	29%	48%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	157	519	518
	Number of Students with Disabilities	20	85	64
	Number of All Students	177	604	582
	Percent of Enrollment	9%	30%	29%
6-8	Number of General-Education Students	296	795	658
	Number of Students with Disabilities	199	189	195
	Number of All Students	495	984	853
	Percent of Enrollment	14%	29%	25%
9-12	Number of General-Education Students	1141	2371	2441
	Number of Students with Disabilities	444	380	378
	Number of All Students	1585	2751	2819
	Percent of Enrollment	34%	60%	61%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	347		
Completed and Passed Regents Exams	347	100%	77%
Completed and had Course Average of 75% or More	325	94%	81%
Completed and Attained a HS Diploma or Equivalent	347	100%	96%
Completed and Whose Status is Known	62		
Completed and Were Successfully Placed	58	94%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	197	19%	30%
Underrepresented Gender Members Who Completed	5	4%	19%

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	67	93%	2	#	128	84%
German	53	92%	0	0%	47	66%
Italian	156	89%	0	0%	302	89%
Latin	0	0%	0	0%	0	0%
Spanish	433	80%	0	0%	584	87%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	3	#	1	#	0	100%
German	2	#	0	0%	1	0%
Italian	5	80%	0	0%	17	76%
Latin	0	0%	0	0%	0	0%
Spanish	34	59%	0	0%	31	65%

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%	8	75%	7	86%
Science	1	#	4	#	2	#
Reading	1	#	8	75%	7	71%
Writing	2	#	8	88%	6	83%
Global Studies	2	#	4	#	6	50%
U.S. Hist & Gov't	1	#	9	56%	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	13	100%	61	85%	26	77%
Science	7	100%	40	50%	15	80%
Reading	7	100%	36	67%	32	69%
Writing	12	100%	32	81%	35	91%
Global Studies	3	#	69	46%	55	35%
U.S. Hist & Gov't	7	100%	42	79%	33	48%

(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	1001	1099	1011	137	153	108
Number Scoring 55-100	937	1022	964	87	102	81
Number Scoring 65-100	839	943	914	48	76	58
Number Scoring 85-100	359	373	400	1	5	2
Percentage of Tested Scoring 55-100	94%	93%	95%	64%	67%	75%
Percentage of Tested Scoring 65-100	84%	86%	90%	35%	50%	54%
Percentage of Tested Scoring 85-100	36%	34%	40%	1%	3%	2%
Mathematics A						
Number Tested	297	1338	1338	41	174	135
Number Scoring 55-100	208	1116	1274	20	113	99
Number Scoring 65-100	141	971	1145	11	94	64
Number Scoring 85-100	16	181	281	1	7	5
Percentage of Tested Scoring 55-100	70%	83%	95%	49%	65%	73%
Percentage of Tested Scoring 65-100	47%	73%	86%	27%	54%	47%
Percentage of Tested Scoring 85-100	5%	14%	21%	2%	4%	4%
Mathematics B						
Number Tested	0	82	668	0	7	23
Number Scoring 55-100	0	45	497	0	3	13
Number Scoring 65-100	0	24	386	0	3	8
Number Scoring 85-100	0	1	74	0	0	0
Percentage of Tested Scoring 55-100	0%	55%	74%	0%	43%	57%
Percentage of Tested Scoring 65-100	0%	29%	58%	0%	43%	35%
Percentage of Tested Scoring 85-100	0%	1%	11%	0%	0%	0%
Global History and Geography						
Number Tested	1149	1117	1180	163	160	136
Number Scoring 55-100	1069	1017	1061	115	108	84
Number Scoring 65-100	974	941	961	98	87	59
Number Scoring 85-100	292	362	372	8	15	5
Percentage of Tested Scoring 55-100	93%	91%	90%	71%	68%	62%
Percentage of Tested Scoring 65-100	85%	84%	81%	60%	54%	43%
Percentage of Tested Scoring 85-100	25%	32%	32%	5%	9%	4%
U.S. History and Government						
Number Tested	1083	1174	976	142	151	111
Number Scoring 55-100	995	1116	883	97	112	75
Number Scoring 65-100	853	1027	797	60	95	52
Number Scoring 85-100	239	464	332	2	9	12
Percentage of Tested Scoring 55-100	92%	95%	90%	68%	74%	68%
Percentage of Tested Scoring 65-100	79%	87%	82%	42%	63%	47%
Percentage of Tested Scoring 85-100	22%	40%	34%	1%	6%	11%

(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	1403	1311	1183	176	145	132
Number Scoring 55-100	1387	1265	1132	164	123	110
Number Scoring 65-100	1335	1190	1055	142	98	74
Number Scoring 85-100	428	421	359	6	9	3
Percentage of Tested Scoring 55-100	99%	96%	96%	93%	85%	83%
Percentage of Tested Scoring 65-100	95%	91%	89%	81%	68%	56%
Percentage of Tested Scoring 85-100	31%	32%	30%	3%	6%	2%
Physical Setting/Earth Science						
Number Tested	829	691	1186	93	69	115
Number Scoring 55-100	766	643	1071	73	58	67
Number Scoring 65-100	701	590	956	48	49	39
Number Scoring 85-100	243	205	353	1	8	3
Percentage of Tested Scoring 55-100	92%	93%	90%	78%	84%	58%
Percentage of Tested Scoring 65-100	85%	85%	81%	52%	71%	34%
Percentage of Tested Scoring 85-100	29%	30%	30%	1%	12%	3%
Physical Setting/Chemistry						
Number Tested	553	660	689	9	18	20
Number Scoring 55-100	545	624	640	7	15	14
Number Scoring 65-100	473	532	521	4	10	9
Number Scoring 85-100	87	121	82	0	0	0
Percentage of Tested Scoring 55-100	99%	95%	93%	78%	83%	70%
Percentage of Tested Scoring 65-100	86%	81%	76%	44%	56%	45%
Percentage of Tested Scoring 85-100	16%	18%	12%	0%	0%	0%
Physical Setting/Physics						
Number Tested			344			7
Number Scoring 55-100			326			7
Number Scoring 65-100			289			4
Number Scoring 85-100			73			1
Percentage of Tested Scoring 55-100			95%			100%
Percentage of Tested Scoring 65-100			84%			57%
Percentage of Tested Scoring 85-100			21%			14%

* 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	96	104	79	1	2	4
Number Scoring 55-100	94	104	77	#	#	#
Number Scoring 65-100	85	101	72	#	#	#
Number Scoring 85-100	19	36	25	#	#	#
Percentage of Tested Scoring 55-100	98%	100%	97%	#	#	#
Percentage of Tested Scoring 65-100	89%	97%	91%	#	#	#
Percentage of Tested Scoring 85-100	20%	35%	32%	#	#	#
Comprehensive Italian						
Number Tested	80	133	165	0	0	3
Number Scoring 55-100	79	133	165	0	0	#
Number Scoring 65-100	77	131	162	0	0	#
Number Scoring 85-100	39	44	67	0	0	#
Percentage of Tested Scoring 55-100	99%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	96%	98%	98%	0%	0%	#
Percentage of Tested Scoring 85-100	49%	33%	41%	0%	0%	#
Comprehensive German						
Number Tested	67	60	48	0	0	0
Number Scoring 55-100	67	59	48	0	0	0
Number Scoring 65-100	67	59	46	0	0	0
Number Scoring 85-100	36	38	28	0	0	0
Percentage of Tested Scoring 55-100	100%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	98%	96%	0%	0%	0%
Percentage of Tested Scoring 85-100	54%	63%	58%	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	367	376	438	3	6	4
Number Scoring 55-100	360	372	435	#	6	#
Number Scoring 65-100	353	357	413	#	5	#
Number Scoring 85-100	168	162	197	#	4	#
Percentage of Tested Scoring 55-100	98%	99%	99%	#	100%	#
Percentage of Tested Scoring 65-100	96%	95%	94%	#	83%	#
Percentage of Tested Scoring 85-100	46%	43%	45%	#	67%	#
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	577	550	51	10	15	0
Number Scoring 55-100	526	460	44	9	8	0
Number Scoring 65-100	483	419	36	6	8	0
Number Scoring 85-100	244	151	10	2	2	0
Percentage of Tested Scoring 55-100	91%	84%	86%	90%	53%	0%
Percentage of Tested Scoring 65-100	84%	76%	71%	60%	53%	0%
Percentage of Tested Scoring 85-100	42%	27%	20%	20%	13%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	342	95%	1	#	1084	95%
Students with Disabilities	98	88%	7	71%	159	71%

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	913	3%	5%	60%	31%
	Students with Disabilities	106	14%	16%	63%	7%
	All Students	1019	5%	6%	61%	29%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	1120	2%	39%	50%	9%
	Students with Disabilities	137	15%	67%	17%	1%
	All Students	1257	3%	42%	46%	9%

(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	7	2	0	0	1	6
Middle Level						
Social Studies	6	1	0	1	1	4
Secondary Level						
English Language Arts	8	0	0	1	2	5
Social Studies	7	1	0	0	1	6
Mathematics	7	1	0	0	2	5
Science	5	3	0	2	1	2

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	921	921	921	129	129	129	1050	1050	1050
Number Scoring 55–64	31	37	19	11	8	14	42	45	33
Number Scoring 65–84	573	412	579	54	63	74	627	475	653
Number Scoring 85–100	282	439	294	6	8	4	288	447	298
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
Listening and Speaking (Grade K-1)						
Number Tested			67			1
Beginning (0-18)			5			#
Intermediate (19-31)			13			#
Advanced (32-36)			27			#
Proficient (37-39)			22			#
Reading and Writing (Grade K-1)						
Number Tested			67			1
Beginning (0-14)			14			#
Intermediate (15-24)			18			#
Advanced (25-32)			25			#
Proficient (33-35)			10			#
Listening and Speaking (Grade 2-4)						
Number Tested			80			2
Beginning (0-18)			3			#
Intermediate (19-31)			13			#
Advanced (32-36)			33			#
Proficient (37-39)			31			#
Reading and Writing (Grade 2-4)						
Number Tested			80			2
Beginning (0-14)			12			#
Intermediate (15-24)			29			#
Advanced (25-32)			30			#
Proficient (33-35)			9			#
Listening and Speaking (Grade 5-6)						
Number Tested			32			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			9			0
Proficient (37-39)			22			0
Reading and Writing (Grade 5-6)						
Number Tested			32			0
Beginning (0-14)			2			0
Intermediate (15-24)			8			0
Advanced (25-32)			21			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 - K)

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			26			6
Beginning (0-18)			2			0
Intermediate (19-31)			1			0
Advanced (32-36)			9			5
Proficient (37-39)			14			1
Reading and Writing (Grade 7-8)						
Number Tested			26			6
Beginning (0-14)			2			0
Intermediate (15-24)			7			5
Advanced (25-32)			14			1
Proficient (33-35)			3			0
Listening and Speaking (Grade 9-12)						
Number Tested			51			2
Beginning (0-18)			6			#
Intermediate (19-31)			8			#
Advanced (32-36)			26			#
Proficient (37-39)			11			#
Reading and Writing (Grade 9-12)						
Number Tested			51			2
Beginning (0-14)			8			#
Intermediate (15-24)			25			#
Advanced (25-32)			18			#
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)