

New York State School Report Card Comprehensive Information Report

BEDS Code: 08-06-01-04-0003

Grade Range : 9-12

Name: Greene High School

Principal: Gordon Daniels

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
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	108	119	112
Tenth	122	117	107
Eleventh	93	111	99
Twelfth	108	96	107
Ungraded Secondary	0	0	0
Total K-12 Enrollment	431	443	425

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	3	0.7%	4	0.9%	6	1.4%
Black (Not Hispanic)	1	0.2%	0	0.0%	0	0.0%
Hispanic	5	1.2%	4	0.9%	3	0.7%
White (Not Hispanic)	422	97.9%	435	98.2%	416	97.9%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	21	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	18	15	16
Mathematics Grade 10	5	0	8
Science Grade 10	30	0	20
Social Studies Grade 10	19	19	20

(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
46	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 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	90	20.9%	119	26.9%	57	13.4%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.3%		94.6%		94.3%
Student Suspensions	34	7.7%	25	5.8%	17	3.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	12.1%	11.1%	4.9%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	97%	98%	93%

Staff Counts

Staff	2002–2003
Total Teachers	30
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching Out of Certification*	1
Teachers with Temporary Licenses	0

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	91	61	67%	86	51	59%	96	66	69%
Students with Disabilities	9	0	0%	2	0	0%	6	1	17%
All Students	100	61	61%	88	51	58%	102	67	66%

*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	38	43	0	6	15	0
Percent	37%	42%	0%	6%	15%	0%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
6	1	1	7

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			12		15	
	Entered GED Program*			5		10	
	Total Noncompleters			17		25	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		2	
	Total Noncompleters			0		3	
All Students	Dropped Out	6	1.4%	12	2.7%	16	3.8%
	Entered GED Program*	11	2.6%	5	1.1%	12	2.8%
	Total Noncompleters	17	3.9%	17	3.8%	28	6.6%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		359	413
	Number of Students with Disabilities		49	12
	Number of All Students		408	425
	Percent of Enrollment		92%	100%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	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	2000-2001		2001-2002		2002-2003	
	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%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	0	0%
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	1	#
U.S. Hist & Gov't	14	93%	2	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	10	100%	8	75%	8	75%
Science	3	#	4	#	6	33%
Reading	2	#	2	#	10	60%
Writing	5	60%	2	#	10	90%
Global Studies	3	#	5	40%	7	14%
U.S. Hist & Gov't	4	#	5	40%	9	22%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	107	106	100	11	4	14
Number Scoring 55–100	107	104	90	11	#	5
Number Scoring 65–100	91	95	88	6	#	4
Number Scoring 85–100	34	67	57	0	#	0
Percentage of Tested Scoring 55–100	100%	98%	90%	100%	#	36%
Percentage of Tested Scoring 65–100	85%	90%	88%	55%	#	29%
Percentage of Tested Scoring 85–100	32%	63%	57%	0%	#	0%
Mathematics A						
Number Tested	4	8	107	1	4	6
Number Scoring 55–100	#	1	94	#	#	2
Number Scoring 65–100	#	1	83	#	#	1
Number Scoring 85–100	#	0	22	#	#	0
Percentage of Tested Scoring 55–100	#	12%	88%	#	#	33%
Percentage of Tested Scoring 65–100	#	12%	78%	#	#	17%
Percentage of Tested Scoring 85–100	#	0%	21%	#	#	0%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	117	97	108	5	10	9
Number Scoring 55–100	117	92	99	5	5	2
Number Scoring 65–100	111	80	94	5	4	2
Number Scoring 85–100	41	29	49	0	0	0
Percentage of Tested Scoring 55–100	100%	95%	92%	100%	50%	22%
Percentage of Tested Scoring 65–100	95%	82%	87%	100%	40%	22%
Percentage of Tested Scoring 85–100	35%	30%	45%	0%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	85	108	112	13	6	15
Number Scoring 55–100	81	96	106	11	3	9
Number Scoring 65–100	67	80	96	7	2	5
Number Scoring 85–100	34	21	50	1	0	1
Percentage of Tested Scoring 55–100	95%	89%	95%	85%	50%	60%
Percentage of Tested Scoring 65–100	79%	74%	86%	54%	33%	33%
Percentage of Tested Scoring 85–100	40%	19%	45%	8%	0%	7%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	58	98	97	1	3	6
Number Scoring 55–100	58	98	96	#	#	5
Number Scoring 65–100	57	98	92	#	#	1
Number Scoring 85–100	5	40	43	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	99%	#	#	83%
Percentage of Tested Scoring 65–100	98%	100%	95%	#	#	17%
Percentage of Tested Scoring 85–100	9%	41%	44%	#	#	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	103	112	109	7	6	8
Number Scoring 55–100	94	103	102	6	2	4
Number Scoring 65–100	83	94	95	5	2	4
Number Scoring 85–100	37	41	42	1	0	0
Percentage of Tested Scoring 55–100	91%	92%	94%	86%	33%	50%
Percentage of Tested Scoring 65–100	81%	84%	87%	71%	33%	50%
Percentage of Tested Scoring 85–100	36%	37%	39%	14%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		55	72		0	1
Number Scoring 55–100		48	70		0	#
Number Scoring 65–100		20	55		0	#
Number Scoring 85–100		1	12		0	#
Percentage of Tested Scoring 55–100		87%	97%		0%	#
Percentage of Tested Scoring 65–100		36%	76%		0%	#
Percentage of Tested Scoring 85–100		2%	17%		0%	#
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	39	44	27	2	0	0
Number Scoring 55–100	36	44	27	#	0	0
Number Scoring 65–100	33	43	27	#	0	0
Number Scoring 85–100	8	9	15	#	0	0
Percentage of Tested Scoring 55–100	92%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	85%	98%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	21%	20%	56%	#	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	34	37	0	0	0	0
Number Scoring 55–100	34	37	0	0	0	0
Number Scoring 65–100	33	36	0	0	0	0
Number Scoring 85–100	17	19	0	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	97%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	50%	51%	0%	0%	0%	0%
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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	106	92	18	1	1	1
Number Scoring 55–100	101	72	9	#	#	#
Number Scoring 65–100	97	67	5	#	#	#
Number Scoring 85–100	42	26	0	#	#	#
Percentage of Tested Scoring 55–100	95%	78%	50%	#	#	#
Percentage of Tested Scoring 65–100	92%	73%	28%	#	#	#
Percentage of Tested Scoring 85–100	40%	28%	0%	#	#	#
Sequential Mathematics, Course III						
Number Tested	49	85	63	1	1	1
Number Scoring 55–100	47	77	60	#	#	#
Number Scoring 65–100	45	74	56	#	#	#
Number Scoring 85–100	27	44	31	#	#	#
Percentage of Tested Scoring 55–100	96%	91%	95%	#	#	#
Percentage of Tested Scoring 65–100	92%	87%	89%	#	#	#
Percentage of Tested Scoring 85–100	55%	52%	49%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	46	96%	0	0%	14	100%
Students with Disabilities	7	100%	0	0%	7	71%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	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 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

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

1999 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	93	93	93	8	8	8	101	101	101
Number Scoring 55–64	5	10	6	1	2	2	6	12	8
Number Scoring 65–84	51	57	50	4	3	2	55	60	52
Number Scoring 85–100	34	21	31	0	1	0	34	22	31
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)