

New York State School Report Card Comprehensive Information Report

BEDS Code : 66-10-04-06-0004
 Name : Horace Greeley High School
 Principal: Lawrence Mayer

Grade Range : 9-12

Fall Enrollment

Grade	1999–2000	2000–2001	2001–2002
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	280	267	278
Tenth	247	276	266
Eleventh	229	250	286
Twelfth	228	216	253
Ungraded Secondary	0	0	0
Total K-12 Enrollment	984	1009	1083

Student Racial/Ethnic Origin

Race/Ethnicity	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	80	8.1%	66	6.5%	85	7.8%
Black (Not Hispanic)	13	1.3%	10	1.0%	11	1.0%
Hispanic	29	2.9%	28	2.8%	25	2.3%
White (Not Hispanic)	862	87.6%	905	89.7%	962	88.8%

Limited English Proficient Students (also known as English language learners)

1999–2000		2000–2001		2001–2002	
No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
11	1.1%	11	1.1%	10	0.9%

Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
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	0	0	9
Mathematics Grade 10	17	16	15
Science Grade 10	19	23	20
Social Studies Grade 10	23	23	21

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
52	All schools in this group are secondary level schools in school districts with low 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).

Attendance and Suspension

	1998–1999		1999–2000		2000–2001	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		98.1%		98.3%		98.5%
Student Suspensions	28	3.0%	37	3.8%	33	3.3%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	0.4%	0.0%	0.1%
Reduced Lunch	0.0%	0.0%	0.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	98%	100%	98%

Staff Counts

Staff	2001–2002
Total Teachers	94
Total Other Professional Staff	15
Total Paraprofessionals	NA
Teaching out of Certification*	4
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*

	1999–2000			2000–2001			2001–2002		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	203	0	0%	188	0	0%	256	0	0%
Students with Disabilities	21	0	0%	26	0	0%	1	0	0%
All Students	224	0	0%	214	0	0%	257	0	0%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Data reported for the 1999–2000 and 2000–2001 school years include August, January, and June graduates. Data reported for the 2001–2002 school year include only January and June graduates.

Distribution of 2001–2002 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	243	5	0	0	1	8
Percent	95%	2%	0%	0%	0%	3%

Number of High School Completers with Disabilities in 2001–2002

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2001–2002 Completers (a+c)
1	0	0	1

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		1999–2000		2000–2001		2001–2002	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out					0	0.0%
	Entered GED Program*					0	0.0%
	Total Noncompleters					0	0.0%
Students with Disabilities	Dropped Out					0	0.0%
	Entered GED Program*					0	0.0%
	Total Noncompleters					0	0.0%
All Students	Dropped Out	5	0.5%	4	0.4%	0	0.0%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	5	0.5%	4	0.4%	0	0.0%

*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)

Regents Competency Tests

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	2	#	5	100%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	2	#	1	#	0	0%

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	2	#	0	0%
Science	0	0%	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	1	#	0	0%
U.S. Hist & Gov't	2	100%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Comprehensive English						
Number Tested	227	294	255	12	44	8
Number Scoring 55–100	224	294	252	11	44	8
Number Scoring 65–100	220	284	248	11	34	5
Number Scoring 85–100	98	233	200	3	14	2
Percentage of Tested Scoring 55–100	99%	100%	99%	92%	100%	100%
Percentage of Tested Scoring 65–100	97%	97%	97%	92%	77%	62%
Percentage of Tested Scoring 85–100	43%	79%	78%	25%	32%	25%
Sequential Mathematics, Course I (last administered January 2002)						
Number Tested	25	40	3	7	16	1
Number Scoring 55–100	23	34	#	7	11	#
Number Scoring 65–100	22	33	#	7	11	#
Number Scoring 85–100	12	13	#	2	3	#
Percentage of Tested Scoring 55–100	92%	85%	#	100%	69%	#
Percentage of Tested Scoring 65–100	88%	82%	#	100%	69%	#
Percentage of Tested Scoring 85–100	48%	33%	#	29%	19%	#
Mathematics A						
Number Tested	274	245	257	12	18	5
Number Scoring 55–100	274	245	255	12	18	5
Number Scoring 65–100	274	245	251	12	18	5
Number Scoring 85–100	224	201	204	9	13	0
Percentage of Tested Scoring 55–100	100%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 65–100	100%	100%	98%	100%	100%	100%
Percentage of Tested Scoring 85–100	82%	82%	79%	75%	72%	0%
Global Studies (last administered January 2000)						
Number Tested	0			0		
Number Scoring 55–100	0			0		
Number Scoring 65–100	0			0		
Number Scoring 85–100	0			0		
Percentage of Tested Scoring 55–100	0%			0%		
Percentage of Tested Scoring 65–100	0%			0%		
Percentage of Tested Scoring 85–100	0%			0%		
Global History and Geography (first administered June 2000)						
Number Tested	243	227	259	14	24	10
Number Scoring 55–100	242	227	258	13	24	9
Number Scoring 65–100	239	224	256	13	24	9
Number Scoring 85–100	181	151	178	11	4	1
Percentage of Tested Scoring 55–100	100%	100%	100%	93%	100%	90%
Percentage of Tested Scoring 65–100	98%	99%	99%	93%	100%	90%
Percentage of Tested Scoring 85–100	74%	67%	69%	79%	17%	10%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
U.S. History and Government (last administered January 2001)						
Number Tested	225	3		23	2	
Number Scoring 55–100	221	#		21	#	
Number Scoring 65–100	211	#		17	#	
Number Scoring 85–100	161	#		8	#	
Percentage of Tested Scoring 55–100	98%	#		91%	#	
Percentage of Tested Scoring 65–100	94%	#		74%	#	
Percentage of Tested Scoring 85–100	72%	#		35%	#	
U.S. History and Government (first administered June 2001)						
Number Tested		232	320		19	6
Number Scoring 55–100		227	318		15	6
Number Scoring 65–100		223	312		15	5
Number Scoring 85–100		187	242		8	1
Percentage of Tested Scoring 55–100		98%	99%		79%	100%
Percentage of Tested Scoring 65–100		96%	97%		79%	83%
Percentage of Tested Scoring 85–100		81%	76%		42%	17%
Living Environment (first administered June 2001)						
Number Tested		301	245		18	11
Number Scoring 55–100		301	245		18	11
Number Scoring 65–100		300	243		18	10
Number Scoring 85–100		169	163		1	1
Percentage of Tested Scoring 55–100		100%	100%		100%	100%
Percentage of Tested Scoring 65–100		100%	99%		100%	91%
Percentage of Tested Scoring 85–100		56%	67%		6%	9%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested		71	97		12	9
Number Scoring 55–100		68	96		11	8
Number Scoring 65–100		59	91		7	6
Number Scoring 85–100		17	41		1	0
Percentage of Tested Scoring 55–100		96%	99%		92%	89%
Percentage of Tested Scoring 65–100		83%	94%		58%	67%
Percentage of Tested Scoring 85–100		24%	42%		8%	0%

(Form – G)

Average Grade Enrollment

All Students

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	282	248	225	228	246
2001	270	278	252	223	256
2002	284	271	282	257	274

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

Students with Disabilities

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	31	27	24	23	26
2001	19	19	23	11	18
2002	15	12	7	1	9

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	246	256	274	26	18	9
Comprehensive French						
Number Tested	67	74	80	1	2	0
Number Scoring 55–100	67	74	80	#	#	0
Number Scoring 65–100	67	74	80	#	#	0
Number Scoring 85–100	57	70	64	#	#	0
Percentage of AGE Tested	27%	29%	29%	#	#	0%
Percentage of AGE Scoring 55–100	27%	29%	29%	#	#	0%
Percentage of AGE Scoring 65–100	27%	29%	29%	#	#	0%
Percentage of AGE Scoring 85–100	23%	27%	23%	#	#	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	#	#	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – I)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	246	256	274	26	18	9
Comprehensive Spanish						
Number Tested	126	141	156	7	8	2
Number Scoring 55–100	126	141	156	7	8	#
Number Scoring 65–100	124	141	155	7	8	#
Number Scoring 85–100	73	131	135	5	6	#
Percentage of AGE Tested	51%	55%	57%	27%	44%	#
Percentage of AGE Scoring 55–100	51%	55%	57%	27%	44%	#
Percentage of AGE Scoring 65–100	50%	55%	57%	27%	44%	#
Percentage of AGE Scoring 85–100	30%	51%	49%	19%	33%	#
Percentage of Tested Scoring 65–100	98%	100%	99%	100%	100%	#
Comprehensive Latin						
Number Tested	21	25	11	0	2	0
Number Scoring 55–100	21	25	11	0	#	0
Number Scoring 65–100	21	25	11	0	#	0
Number Scoring 85–100	20	25	7	0	#	0
Percentage of AGE Tested	9%	10%	4%	0%	#	0%
Percentage of AGE Scoring 55–100	9%	10%	4%	0%	#	0%
Percentage of AGE Scoring 65–100	9%	10%	4%	0%	#	0%
Percentage of AGE Scoring 85–100	8%	10%	3%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	#	0%

(Form – J)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	246	256	274	26	18	9
Sequential Mathematics, Course II						
Number Tested	5	4	0	1	1	0
Number Scoring 55–100	5	#	0	#	#	0
Number Scoring 65–100	5	#	0	#	#	0
Number Scoring 85–100	3	#	0	#	#	0
Percentage of AGE Tested	2%	#	0%	#	#	0%
Percentage of AGE Scoring 55–100	2%	#	0%	#	#	0%
Percentage of AGE Scoring 65–100	2%	#	0%	#	#	0%
Percentage of AGE Scoring 85–100	1%	#	0%	#	#	0%
Percentage of Tested Scoring 65–100	100%	#	0%	#	#	0%
Sequential Mathematics, Course III						
Number Tested	184	197	93	7	8	0
Number Scoring 55–100	183	197	92	7	8	0
Number Scoring 65–100	180	196	92	6	8	0
Number Scoring 85–100	130	194	74	4	8	0
Percentage of AGE Tested	75%	77%	34%	27%	44%	0%
Percentage of AGE Scoring 55–100	74%	77%	34%	27%	44%	0%
Percentage of AGE Scoring 65–100	73%	77%	34%	23%	44%	0%
Percentage of AGE Scoring 85–100	53%	76%	27%	15%	44%	0%
Percentage of Tested Scoring 65–100	98%	99%	99%	86%	100%	0%
Mathematics B (first administered June 2001)						
Number Tested		0	0		0	0
Number Scoring 55–100		0	0		0	0
Number Scoring 65–100		0	0		0	0
Number Scoring 85–100		0	0		0	0
Percentage of AGE Tested		0%	0%		0%	0%
Percentage of AGE Scoring 55–100		0%	0%		0%	0%
Percentage of AGE Scoring 65–100		0%	0%		0%	0%
Percentage of AGE Scoring 85–100		0%	0%		0%	0%
Percentage of Tested Scoring 65–100		0%	0%		0%	0%

(Form – K)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	246	256	274	26	18	9
Earth Science (last administered January 2001)						
Number Tested	0	2		0	0	
Number Scoring 55–100	0	#		0	0	
Number Scoring 65–100	0	#		0	0	
Number Scoring 85–100	0	#		0	0	
Percentage of AGE Tested	0%	#		0%	0%	
Percentage of AGE Scoring 55–100	0%	#		0%	0%	
Percentage of AGE Scoring 65–100	0%	#		0%	0%	
Percentage of AGE Scoring 85–100	0%	#		0%	0%	
Percentage of Tested Scoring 65–100	0%	#		0%	0%	
Biology (last administered January 2001)						
Number Tested	274	10		13	0	
Number Scoring 55–100	274	9		13	0	
Number Scoring 65–100	266	7		12	0	
Number Scoring 85–100	161	3		6	0	
Percentage of AGE Tested	111%	4%		50%	0%	
Percentage of AGE Scoring 55–100	111%	4%		50%	0%	
Percentage of AGE Scoring 65–100	108%	3%		46%	0%	
Percentage of AGE Scoring 85–100	65%	1%		23%	0%	
Percentage of Tested Scoring 65–100	97%	70%		92%	0%	
Chemistry (last administered January 2002)						
Number Tested	225	261	0	12	10	0
Number Scoring 55–100	223	259	0	10	10	0
Number Scoring 65–100	216	251	0	9	9	0
Number Scoring 85–100	144	167	0	2	4	0
Percentage of AGE Tested	91%	102%	0%	46%	56%	0%
Percentage of AGE Scoring 55–100	91%	101%	0%	38%	56%	0%
Percentage of AGE Scoring 65–100	88%	98%	0%	35%	50%	0%
Percentage of AGE Scoring 85–100	59%	65%	0%	8%	22%	0%
Percentage of Tested Scoring 65–100	96%	96%	0%	75%	90%	0%

(Form – L)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	246	256	274	26	18	9
Physics (last administered January 2002)						
Number Tested	100	146	0	2	6	0
Number Scoring 55–100	99	144	0	#	6	0
Number Scoring 65–100	94	134	0	#	5	0
Number Scoring 85–100	26	60	0	#	1	0
Percentage of AGE Tested	41%	57%	0%	#	33%	0%
Percentage of AGE Scoring 55–100	40%	56%	0%	#	33%	0%
Percentage of AGE Scoring 65–100	38%	52%	0%	#	28%	0%
Percentage of AGE Scoring 85–100	11%	23%	0%	#	6%	0%
Percentage of Tested Scoring 65–100	94%	92%	0%	#	83%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested			276			2
Number Scoring 55–100			275			#
Number Scoring 65–100			259			#
Number Scoring 85–100			109			#
Percentage of AGE Tested			101%			#
Percentage of AGE Scoring 55–100			100%			#
Percentage of AGE Scoring 65–100			95%			#
Percentage of AGE Scoring 85–100			40%			#
Percentage of Tested Scoring 65–100			94%			#
Physical Setting/Physics (first administered June 2002)						
Number Tested			151			0
Number Scoring 55–100			139			0
Number Scoring 65–100			102			0
Number Scoring 85–100			31			0
Percentage of AGE Tested			55%			0%
Percentage of AGE Scoring 55–100			51%			0%
Percentage of AGE Scoring 65–100			37%			0%
Percentage of AGE Scoring 85–100			11%			0%
Percentage of Tested Scoring 65–100			68%			0%

(Form – M)

New York State Alternate Assessments (NYSAA) 2001–2002

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Middle Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0

1998 Cohort Performance on Regents Examinations after Four Years

	General-Education Students		Students with Disabilities		All Students	
	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't
Cohort Enrollment	256	256	1	1	257	257
Number Scoring 55–64	#	#	#	#	2	4
Number Scoring 65–84	#	#	#	#	58	38
Number Scoring 85–100	#	#	#	#	179	198
Approved Alternatives	#	#	#	#	0	0

1999 Cohort Performance on Regents Examinations in Science after Three Years

	General-Education Students	Students with Disabilities	All Students
Cohort Enrollment	276	7	283
Number Scoring 55–64	2	0	2
Number Scoring 65–84	73	6	79
Number Scoring 85–100	194	0	194
Approved Alternatives	0	0	0

(Form – O)