

# New York State District Report Card Comprehensive Information Report

BEDS Code: 01-07-01-03-0000

Name: Green Island Union Free School District

Superintendent: Mr. Herb Perkins

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	26	22	26
First	21	27	25
Second	22	20	22
Third	32	21	27
Fourth	23	30	22
Fifth	20	24	33
Sixth	16	17	21
Ungraded Elementary	0	0	0
Seventh	30	15	21
Eighth	24	26	17
Ninth	24	28	33
Tenth	22	23	28
Eleventh	24	18	18
Twelfth	21	26	18
Ungraded Secondary	0	0	0
Total K-12 Enrollment	305	297	311

## 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	1	0.3%	0	0.0%	5	1.6%
Black (Not Hispanic)	6	2.0%	14	4.7%	13	4.2%
Hispanic	1	0.3%	1	0.3%	2	0.6%
White (Not Hispanic)	297	97.4%	282	94.9%	291	93.6%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	26	23	26
Common Branch	21	19	24
English Grade 8	13	14	17
Mathematics Grade 8	12	13	17
Science Grade 8	12	26	13
Social Studies Grade 8	24	13	16
English Grade 10	11	12	15
Mathematics Grade 10	14	15	12
Science Grade 10	7	13	10
Social Studies Grade 10	10	12	15

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	3	1.0%
Eligible for Free Lunch	67	22.0%	68	22.9%	74	23.8%

### 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%		95.3%		94.7%
Student Suspensions	19	6.2%	9	2.9%	17	5.7%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	18.7%	15.8%	18.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	30
Total Other Professional Staff	4
Total Paraprofessionals	8
Teaching Out of Certification*	3
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	17	7	41%	23	9	39%	16	8	50%
Students with Disabilities	0	0	0%	0	0	0%	1	0	0%
All Students	17	7	41%	23	9	39%	17	8	47%

\*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	5	10	0	0	2	0
Percent	29%	59%	0%	0%	12%	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)
1	0	1	2

\*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			0		1	
	Entered GED Program*			2		4	
	Total Noncompleters			2		5	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	2	2.2%	0	0.0%	1	1.0%
	Entered GED Program*	1	1.1%	2	2.1%	4	4.1%
	Total Noncompleters	3	3.3%	2	2.1%	5	5.2%

\*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		30	13
	Number of Students with Disabilities		10	4
	Number of All Students		40	17
	Percent of Enrollment		69%	29%
9-12	Number of General-Education Students		0	24
	Number of Students with Disabilities		0	4
	Number of All Students		0	28
	Percent of Enrollment		0%	29%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	20	95%	14	100%	3	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	5	100%	11	91%	10	100%

### 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	1	#	1	#	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	0	0%	0	0%	0	0%
Science	0	0%	0	0%	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	#	0	0%	0	0%

## Students with Disabilities

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

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	26	18	18	0	1	0
Number Scoring 55–100	26	18	18	0	#	0
Number Scoring 65–100	19	11	15	0	#	0
Number Scoring 85–100	1	6	5	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	73%	61%	83%	0%	#	0%
Percentage of Tested Scoring 85–100	4%	33%	28%	0%	#	0%
<b>Mathematics A</b>						
Number Tested	13	21	19	0	2	0
Number Scoring 55–100	12	17	17	0	#	0
Number Scoring 65–100	10	14	16	0	#	0
Number Scoring 85–100	4	5	8	0	#	0
Percentage of Tested Scoring 55–100	92%	81%	89%	0%	#	0%
Percentage of Tested Scoring 65–100	77%	67%	84%	0%	#	0%
Percentage of Tested Scoring 85–100	31%	24%	42%	0%	#	0%
<b>Mathematics B (first administered June 2001)</b>						
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%
<b>Global History and Geography</b>						
Number Tested	19	25	25	1	3	3
Number Scoring 55–100	19	25	22	#	#	#
Number Scoring 65–100	19	20	22	#	#	#
Number Scoring 85–100	6	7	7	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	88%	#	#	#
Percentage of Tested Scoring 65–100	100%	80%	88%	#	#	#
Percentage of Tested Scoring 85–100	32%	28%	28%	#	#	#
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	28	23	17	0	1	0
Number Scoring 55–100	26	22	17	0	#	0
Number Scoring 65–100	18	20	14	0	#	0
Number Scoring 85–100	8	5	9	0	#	0
Percentage of Tested Scoring 55–100	93%	96%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	64%	87%	82%	0%	#	0%
Percentage of Tested Scoring 85–100	29%	22%	53%	0%	#	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	23	28	22	2	3	4
Number Scoring 55–100	23	27	22	#	#	#
Number Scoring 65–100	22	24	19	#	#	#
Number Scoring 85–100	2	5	2	#	#	#
Percentage of Tested Scoring 55–100	100%	96%	100%	#	#	#
Percentage of Tested Scoring 65–100	96%	86%	86%	#	#	#
Percentage of Tested Scoring 85–100	9%	18%	9%	#	#	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	0	1	0	0	1	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 Tested Scoring 55–100	0%	#	0%	0%	#	0%
Percentage of Tested Scoring 65–100	0%	#	0%	0%	#	0%
Percentage of Tested Scoring 85–100	0%	#	0%	0%	#	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		11	12		0	0
Number Scoring 55–100		11	11		0	0
Number Scoring 65–100		10	9		0	0
Number Scoring 85–100		2	4		0	0
Percentage of Tested Scoring 55–100		100%	92%		0%	0%
Percentage of Tested Scoring 65–100		91%	75%		0%	0%
Percentage of Tested Scoring 85–100		18%	33%		0%	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	7	11	7	0	0	0
Number Scoring 55–100	7	10	7	0	0	0
Number Scoring 65–100	7	8	7	0	0	0
Number Scoring 85–100	3	3	5	0	0	0
Percentage of Tested Scoring 55–100	100%	91%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	73%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	43%	27%	71%	0%	0%	0%
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	4	5	3	0	0	0
Number Scoring 55–100	#	5	#	0	0	0
Number Scoring 65–100	#	5	#	0	0	0
Number Scoring 85–100	#	3	#	0	0	0
Percentage of Tested Scoring 55–100	#	100%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	#	100%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	#	60%	#	0%	0%	0%
<b>Comprehensive Latin</b>						
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
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	6	1	0	0	0	0
Number Scoring 55–100	4	#	0	0	0	0
Number Scoring 65–100	4	#	0	0	0	0
Number Scoring 85–100	1	#	0	0	0	0
Percentage of Tested Scoring 55–100	67%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	67%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	17%	#	0%	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	12	11	11	0	0	0
Number Scoring 55–100	11	11	10	0	0	0
Number Scoring 65–100	9	8	9	0	0	0
Number Scoring 85–100	2	1	5	0	0	0
Percentage of Tested Scoring 55–100	92%	100%	91%	0%	0%	0%
Percentage of Tested Scoring 65–100	75%	73%	82%	0%	0%	0%
Percentage of Tested Scoring 85–100	17%	9%	45%	0%	0%	0%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	6	100%	0	0%	1	#
Students with Disabilities	5	100%	0	0%	3	#

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
<b>Nov 2002</b>	General-Education Students	30	#	#	#	#
	Students with Disabilities	2	#	#	#	#
	All Students	32	6%	13%	78%	3%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	15	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	19	0%	37%	47%	16%

(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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	16	16	16	1	1	1	17	17	17
Number Scoring 55–64	#	#	#	#	#	#	2	2	0
Number Scoring 65–84	#	#	#	#	#	#	11	11	13
Number Scoring 85–100	#	#	#	#	#	#	4	3	2
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)