

# New York State School Report Card Comprehensive Information Report

BEDS Code: 19-07-01-04-0004

Grade Range : 9-12

Name: Greenville High School

Principal: Vacant

## 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	125	120	94
Tenth	137	120	113
Eleventh	107	129	116
Twelfth	91	88	104
Ungraded Secondary	15	26	30
Total K-12 Enrollment	475	483	457

## 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	0.2%	2	0.4%	1	0.2%
Black (Not Hispanic)	5	1.1%	6	1.2%	8	1.8%
Hispanic	0	0.0%	1	0.2%	1	0.2%
White (Not Hispanic)	469	98.7%	474	98.1%	447	97.8%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	22	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	21	16	17
Mathematics Grade 10	22	0	0
Science Grade 10	24	0	0
Social Studies Grade 10	23	18	20

(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
51	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the higher 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%	1	0.2%	2	0.4%
Eligible for Free Lunch	19	4.0%	53	11.0%	103	22.5%

### 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		96.0%		92.1%		94.6%
Student Suspensions	56	13.2%	50	10.5%	59	12.2%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.4%	11.0%	17.5%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	97%	100%	98%

### Staff Counts

Staff	2002–2003
Total Teachers	28
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching Out of Certification*	2
Teachers with Temporary Licenses	2

\*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	80	36	45%	71	40	56%	96	46	48%
Students with Disabilities	10	1	10%	11	1	9%	15	1	7%
All Students	90	37	41%	82	41	50%	111	47	42%

\*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	42	0	4	10	17
Percent	34%	38%	0%	4%	9%	15%

## 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)
15	1	0	15

\*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*			0		0	
	Total Noncompleters			0		1	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	9	1.9%	0	0.0%	1	0.2%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	9	1.9%	0	0.0%	1	0.2%

\*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		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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

## 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	33	97%	3	#	7	100%
Spanish	67	67%	36	81%	17	53%

### 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	2	#	3	#	0	0%
Spanish	4	#	5	60%	4	#

(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	19	84%	0	0%	4	#
Science	18	89%	3	#	3	#
Reading	2	#	0	0%	2	#
Writing	4	#	0	0%	2	#
Global Studies	0	0%	0	0%	3	#
U.S. Hist & Gov't	14	50%	0	0%	2	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	20	95%	3	#	5	80%
Science	10	50%	2	#	5	100%
Reading	17	100%	13	100%	12	100%
Writing	16	100%	7	100%	12	100%
Global Studies	0	0%	6	83%	17	100%
U.S. Hist & Gov't	11	64%	13	92%	2	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	98	113	85	16	13	14
Number Scoring 55–100	91	108	79	10	10	9
Number Scoring 65–100	81	97	69	6	6	4
Number Scoring 85–100	25	42	36	4	0	1
Percentage of Tested Scoring 55–100	93%	96%	93%	62%	77%	64%
Percentage of Tested Scoring 65–100	83%	86%	81%	38%	46%	29%
Percentage of Tested Scoring 85–100	26%	37%	42%	25%	0%	7%
<b>Mathematics A</b>						
Number Tested	5	37	105	1	13	11
Number Scoring 55–100	4	3	99	#	0	10
Number Scoring 65–100	3	1	90	#	0	8
Number Scoring 85–100	0	0	11	#	0	1
Percentage of Tested Scoring 55–100	80%	8%	94%	#	0%	91%
Percentage of Tested Scoring 65–100	60%	3%	86%	#	0%	73%
Percentage of Tested Scoring 85–100	0%	0%	10%	#	0%	9%
<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	141	114	101	18	20	16
Number Scoring 55–100	132	106	88	13	15	7
Number Scoring 65–100	109	86	82	7	6	5
Number Scoring 85–100	38	29	37	0	1	1
Percentage of Tested Scoring 55–100	94%	93%	87%	72%	75%	44%
Percentage of Tested Scoring 65–100	77%	75%	81%	39%	30%	31%
Percentage of Tested Scoring 85–100	27%	25%	37%	0%	5%	6%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	98	115	93	17	13	13
Number Scoring 55–100	76	99	90	7	7	12
Number Scoring 65–100	59	84	88	0	4	11
Number Scoring 85–100	24	28	43	0	2	3
Percentage of Tested Scoring 55–100	78%	86%	97%	41%	54%	92%
Percentage of Tested Scoring 65–100	60%	73%	95%	0%	31%	85%
Percentage of Tested Scoring 85–100	24%	24%	46%	0%	15%	23%

(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	123	105	102	16	18	13
Number Scoring 55–100	119	105	99	15	18	10
Number Scoring 65–100	115	101	95	11	15	9
Number Scoring 85–100	22	34	43	0	1	1
Percentage of Tested Scoring 55–100	97%	100%	97%	94%	100%	77%
Percentage of Tested Scoring 65–100	93%	96%	93%	69%	83%	69%
Percentage of Tested Scoring 85–100	18%	32%	42%	0%	6%	8%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	122	106	77	19	15	9
Number Scoring 55–100	111	104	73	15	15	7
Number Scoring 65–100	94	96	73	8	11	7
Number Scoring 85–100	39	49	42	0	3	5
Percentage of Tested Scoring 55–100	91%	98%	95%	79%	100%	78%
Percentage of Tested Scoring 65–100	77%	91%	95%	42%	73%	78%
Percentage of Tested Scoring 85–100	32%	46%	55%	0%	20%	56%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		37	38		0	0
Number Scoring 55–100		32	35		0	0
Number Scoring 65–100		24	28		0	0
Number Scoring 85–100		8	4		0	0
Percentage of Tested Scoring 55–100		86%	92%		0%	0%
Percentage of Tested Scoring 65–100		65%	74%		0%	0%
Percentage of Tested Scoring 85–100		22%	11%		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	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 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	25	0	27	0	0	0
Number Scoring 55–100	25	0	26	0	0	0
Number Scoring 65–100	24	0	24	0	0	0
Number Scoring 85–100	10	0	9	0	0	0
Percentage of Tested Scoring 55–100	100%	0%	96%	0%	0%	0%
Percentage of Tested Scoring 65–100	96%	0%	89%	0%	0%	0%
Percentage of Tested Scoring 85–100	40%	0%	33%	0%	0%	0%
<b>Comprehensive Latin</b>						
Number Tested	23	17	23	0	1	3
Number Scoring 55–100	21	15	21	0	#	#
Number Scoring 65–100	20	13	21	0	#	#
Number Scoring 85–100	7	4	8	0	#	#
Percentage of Tested Scoring 55–100	91%	88%	91%	0%	#	#
Percentage of Tested Scoring 65–100	87%	76%	91%	0%	#	#
Percentage of Tested Scoring 85–100	30%	24%	35%	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	128	123	33	12	13	3
Number Scoring 55–100	84	77	15	2	8	#
Number Scoring 65–100	70	59	8	2	6	#
Number Scoring 85–100	15	12	0	1	1	#
Percentage of Tested Scoring 55–100	66%	63%	45%	17%	62%	#
Percentage of Tested Scoring 65–100	55%	48%	24%	17%	46%	#
Percentage of Tested Scoring 85–100	12%	10%	0%	8%	8%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	56	85	68	2	0	4
Number Scoring 55–100	39	46	43	#	0	#
Number Scoring 65–100	31	40	39	#	0	#
Number Scoring 85–100	13	14	12	#	0	#
Percentage of Tested Scoring 55–100	70%	54%	63%	#	0%	#
Percentage of Tested Scoring 65–100	55%	47%	57%	#	0%	#
Percentage of Tested Scoring 85–100	23%	16%	18%	#	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	67	96%	51	100%	47	100%
Students with Disabilities	4	#	19	100%	10	100%

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	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
<b>June 2003</b>	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
<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	97	97	97	14	14	14	111	111	111
Number Scoring 55–64	3	7	2	6	3	3	9	10	5
Number Scoring 65–84	54	58	57	6	3	10	60	61	67
Number Scoring 85–100	39	29	37	0	1	0	39	30	37
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)