

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	2000–2001	2001–2002	2002–2003
Pre-K	108	160	173
Kindergarten	833	859	822
First	900	880	883
Second	933	934	901
Third	968	968	932
Fourth	953	985	1000
Fifth	1165	946	996
Sixth	1068	1214	981
Ungraded Elementary	149	111	85
Seventh	1114	1109	1237
Eighth	1048	1123	1149
Ninth	1172	1078	1144
Tenth	1152	1200	1082
Eleventh	1097	1125	1162
Twelfth	1075	1158	1124
Ungraded Secondary	125	97	59
Total K-12 Enrollment	13752	13787	13557

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	321	2.3%	341	2.5%	346	2.6%
Black (Not Hispanic)	593	4.3%	645	4.7%	703	5.2%
Hispanic	444	3.2%	474	3.4%	478	3.5%
White (Not Hispanic)	12394	90.1%	12327	89.4%	12030	88.7%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	22	21	20
Common Branch	22	22	22
English Grade 8	22	23	24
Mathematics Grade 8	22	22	22
Science Grade 8	23	23	24
Social Studies Grade 8	23	23	24
English Grade 10	24	23	22
Mathematics Grade 10	24	23	21
Science Grade 10	19	20	23
Social Studies Grade 10	22	22	21

(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	283	2.0%	278	2.0%	272	2.0%
Eligible for Free Lunch	1668	12.1%	1653	12.0%	1921	13.9%

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		94.9%		94.5%		94.6%
Student Suspensions	620	4.5%	683	5.0%	730	5.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.1%	5.8%	7.5%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	1085
Total Other Professional Staff	136
Total Paraprofessionals	261
Teaching Out of Certification*	62
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	783	532	68%	830	616	74%	845	643	76%
Students with Disabilities	99	12	12%	71	13	18%	68	11	16%
All Students	882	544	62%	901	629	70%	913	654	72%

*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	377	349	20	18	50	99
Percent	41%	38%	2%	2%	5%	11%

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)
68	11	44	112

*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			28		48	
	Entered GED Program*			103		74	
	Total Noncompleters			131		122	
Students with Disabilities	Dropped Out			1		8	
	Entered GED Program*			31		20	
	Total Noncompleters			32		28	
All Students	Dropped Out	30	0.7%	29	0.6%	56	1.2%
	Entered GED Program*	93	2.0%	134	2.9%	94	2.1%
	Total Noncompleters	123	2.7%	163	3.5%	150	3.3%

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

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		157	519
	Number of Students with Disabilities		20	85
	Number of All Students		177	604
	Percent of Enrollment		9%	30%
6-8	Number of General-Education Students		296	795
	Number of Students with Disabilities		199	189
	Number of All Students		495	984
	Percent of Enrollment		14%	29%
9-12	Number of General-Education Students		1141	2371
	Number of Students with Disabilities		444	380
	Number of All Students		1585	2751
	Percent of Enrollment		34%	60%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	147	90%	67	93%	2	#
German	88	93%	53	92%	0	0%
Italian	219	81%	156	89%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	546	82%	433	80%	0	0%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	4	#	3	#	1	#
German	2	#	2	#	0	0%
Italian	5	40%	5	80%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	21	67%	34	59%	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%	8	75%
Science	13	54%	1	#	4	#
Reading	6	83%	1	#	8	75%
Writing	10	100%	2	#	8	88%
Global Studies	4	#	2	#	4	#
U.S. Hist & Gov't	10	80%	1	#	9	56%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	69	90%	13	100%	61	85%
Science	60	40%	7	100%	40	50%
Reading	16	94%	7	100%	36	67%
Writing	15	73%	12	100%	32	81%
Global Studies	71	58%	3	#	69	46%
U.S. Hist & Gov't	49	49%	7	100%	42	79%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	1057	1001	1099	110	137	153
Number Scoring 55–100	1016	937	1022	87	87	102
Number Scoring 65–100	953	839	943	58	48	76
Number Scoring 85–100	255	359	373	4	1	5
Percentage of Tested Scoring 55–100	96%	94%	93%	79%	64%	67%
Percentage of Tested Scoring 65–100	90%	84%	86%	53%	35%	50%
Percentage of Tested Scoring 85–100	24%	36%	34%	4%	1%	3%
Mathematics A						
Number Tested	3	297	1338	3	41	174
Number Scoring 55–100	#	208	1116	#	20	113
Number Scoring 65–100	#	141	971	#	11	94
Number Scoring 85–100	#	16	181	#	1	7
Percentage of Tested Scoring 55–100	#	70%	83%	#	49%	65%
Percentage of Tested Scoring 65–100	#	47%	73%	#	27%	54%
Percentage of Tested Scoring 85–100	#	5%	14%	#	2%	4%
Mathematics B (first administered June 2001)						
Number Tested	0	0	82	0	0	7
Number Scoring 55–100	0	0	45	0	0	3
Number Scoring 65–100	0	0	24	0	0	3
Number Scoring 85–100	0	0	1	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	55%	0%	0%	43%
Percentage of Tested Scoring 65–100	0%	0%	29%	0%	0%	43%
Percentage of Tested Scoring 85–100	0%	0%	1%	0%	0%	0%
Global History and Geography						
Number Tested	1077	1149	1117	147	163	160
Number Scoring 55–100	1031	1069	1017	117	115	108
Number Scoring 65–100	950	974	941	84	98	87
Number Scoring 85–100	328	292	362	2	8	15
Percentage of Tested Scoring 55–100	96%	93%	91%	80%	71%	68%
Percentage of Tested Scoring 65–100	88%	85%	84%	57%	60%	54%
Percentage of Tested Scoring 85–100	30%	25%	32%	1%	5%	9%
U.S. History and Government (first administered June 2001)						
Number Tested	1032	1083	1174	115	142	151
Number Scoring 55–100	954	995	1116	83	97	112
Number Scoring 65–100	830	853	1027	48	60	95
Number Scoring 85–100	384	239	464	12	2	9
Percentage of Tested Scoring 55–100	92%	92%	95%	72%	68%	74%
Percentage of Tested Scoring 65–100	80%	79%	87%	42%	42%	63%
Percentage of Tested Scoring 85–100	37%	22%	40%	10%	1%	6%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	992	1403	1311	111	176	145
Number Scoring 55–100	978	1387	1265	107	164	123
Number Scoring 65–100	954	1335	1190	93	142	98
Number Scoring 85–100	239	428	421	2	6	9
Percentage of Tested Scoring 55–100	99%	99%	96%	96%	93%	85%
Percentage of Tested Scoring 65–100	96%	95%	91%	84%	81%	68%
Percentage of Tested Scoring 85–100	24%	31%	32%	2%	3%	6%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	1104	829	691	160	93	69
Number Scoring 55–100	1005	766	643	115	73	58
Number Scoring 65–100	909	701	590	90	48	49
Number Scoring 85–100	309	243	205	11	1	8
Percentage of Tested Scoring 55–100	91%	92%	93%	72%	78%	84%
Percentage of Tested Scoring 65–100	82%	85%	85%	56%	52%	71%
Percentage of Tested Scoring 85–100	28%	29%	30%	7%	1%	12%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		553	660		9	18
Number Scoring 55–100		545	624		7	15
Number Scoring 65–100		473	532		4	10
Number Scoring 85–100		87	121		0	0
Percentage of Tested Scoring 55–100		99%	95%		78%	83%
Percentage of Tested Scoring 65–100		86%	81%		44%	56%
Percentage of Tested Scoring 85–100		16%	18%		0%	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	89	96	104	1	1	2
Number Scoring 55–100	88	94	104	#	#	#
Number Scoring 65–100	88	85	101	#	#	#
Number Scoring 85–100	37	19	36	#	#	#
Percentage of Tested Scoring 55–100	99%	98%	100%	#	#	#
Percentage of Tested Scoring 65–100	99%	89%	97%	#	#	#
Percentage of Tested Scoring 85–100	42%	20%	35%	#	#	#
Comprehensive Italian						
Number Tested	134	80	133	0	0	0
Number Scoring 55–100	133	79	133	0	0	0
Number Scoring 65–100	133	77	131	0	0	0
Number Scoring 85–100	70	39	44	0	0	0
Percentage of Tested Scoring 55–100	99%	99%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	99%	96%	98%	0%	0%	0%
Percentage of Tested Scoring 85–100	52%	49%	33%	0%	0%	0%
Comprehensive German						
Number Tested	63	67	60	0	0	0
Number Scoring 55–100	63	67	59	0	0	0
Number Scoring 65–100	60	67	59	0	0	0
Number Scoring 85–100	39	36	38	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	98%	0%	0%	0%
Percentage of Tested Scoring 65–100	95%	100%	98%	0%	0%	0%
Percentage of Tested Scoring 85–100	62%	54%	63%	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	357	367	376	3	3	6
Number Scoring 55–100	351	360	372	#	#	6
Number Scoring 65–100	344	353	357	#	#	5
Number Scoring 85–100	188	168	162	#	#	4
Percentage of Tested Scoring 55–100	98%	98%	99%	#	#	100%
Percentage of Tested Scoring 65–100	96%	96%	95%	#	#	83%
Percentage of Tested Scoring 85–100	53%	46%	43%	#	#	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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	967	805	73	52	41	7
Number Scoring 55–100	837	726	54	37	32	4
Number Scoring 65–100	747	645	46	27	25	3
Number Scoring 85–100	307	280	7	5	4	0
Percentage of Tested Scoring 55–100	87%	90%	74%	71%	78%	57%
Percentage of Tested Scoring 65–100	77%	80%	63%	52%	61%	43%
Percentage of Tested Scoring 85–100	32%	35%	10%	10%	10%	0%
Sequential Mathematics, Course III						
Number Tested	607	577	550	23	10	15
Number Scoring 55–100	541	526	460	17	9	8
Number Scoring 65–100	492	483	419	16	6	8
Number Scoring 85–100	235	244	151	5	2	2
Percentage of Tested Scoring 55–100	89%	91%	84%	74%	90%	53%
Percentage of Tested Scoring 65–100	81%	84%	76%	70%	60%	53%
Percentage of Tested Scoring 85–100	39%	42%	27%	22%	20%	13%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	319	99%	342	95%	1	#
Students with Disabilities	57	93%	98	88%	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	881	1%	7%	65%	26%
	Students with Disabilities	116	11%	22%	59%	7%
	All Students	997	2%	9%	65%	24%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	985	0%	25%	62%	13%
	Students with Disabilities	150	9%	64%	27%	0%
	All Students	1135	1%	30%	57%	11%

(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	4	0	#	#	#	#
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	878	878	878	87	87	87	965	965	965
Number Scoring 55–64	16	61	10	21	20	10	37	81	20
Number Scoring 65–84	515	538	525	46	32	56	561	570	581
Number Scoring 85–100	318	233	325	1	1	1	319	234	326
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)