

New York State School Report Card Comprehensive Information Report

BEDS Code: 26-05-01-06-0019
 Name: Greece-Athena High School
 Principal: Helen Wahl

Grade Range : 9-12

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	366	338	357
Tenth	375	362	334
Eleventh	371	386	368
Twelfth	321	382	388
Ungraded Secondary	50	47	34
Total K-12 Enrollment	1483	1515	1481

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	46	3.1%	45	3.0%	47	3.2%
Black (Not Hispanic)	82	5.5%	74	4.9%	72	4.9%
Hispanic	51	3.4%	51	3.4%	45	3.0%
White (Not Hispanic)	1304	87.9%	1345	88.8%	1317	88.9%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	25	23	20
Mathematics Grade 10	26	24	22
Science Grade 10	23	19	22
Social Studies Grade 10	21	21	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
50	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 middle 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	31	2.1%	26	1.7%	23	1.6%
Eligible for Free Lunch	107	7.2%	104	6.9%	103	7.0%

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		93.8%		93.7%		93.6%
Student Suspensions	83	5.6%	100	6.7%	78	5.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.0%	1.8%	3.6%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	96%	97%	97%

Staff Counts

Staff	2002–2003
Total Teachers	112
Total Other Professional Staff	13
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*

	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	267	201	75%	303	248	82%	295	232	79%
Students with Disabilities	11	1	9%	20	1	5%	11	0	0%
All Students	278	202	73%	323	249	77%	306	232	76%

*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	166	106	5	4	7	18
Percent	54%	35%	2%	1%	2%	6%

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)
11	0	27	38

*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			16		16	
	Entered GED Program*			18		20	
	Total Noncompleters			34		36	
Students with Disabilities	Dropped Out			1		4	
	Entered GED Program*			5		5	
	Total Noncompleters			6		9	
All Students	Dropped Out	6	0.4%	17	1.1%	20	1.4%
	Entered GED Program*	27	1.8%	23	1.5%	25	1.7%
	Total Noncompleters	33	2.2%	40	2.6%	45	3.0%

*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)

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		35	1265
	Number of Students with Disabilities		208	182
	Number of All Students		243	1447
	Percent of Enrollment		16%	98%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	36	89%	18	89%	0	0%
German	21	100%	12	92%	0	0%
Italian	83	73%	27	89%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	107	89%	74	84%	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	4	#	2	#	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	7	57%	8	50%	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%	3	#
Science	0	0%	1	#	0	0%
Reading	0	0%	1	#	5	80%
Writing	0	0%	1	#	5	80%
Global Studies	2	#	1	#	1	#
U.S. Hist & Gov't	3	#	1	#	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	5	100%	15	93%
Science	12	58%	1	#	5	60%
Reading	2	#	0	0%	4	#
Writing	2	#	0	0%	3	#
Global Studies	1	#	1	#	6	50%
U.S. Hist & Gov't	7	29%	0	0%	7	100%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	355	345	340	27	37	27
Number Scoring 55–100	347	320	325	24	20	18
Number Scoring 65–100	332	291	311	17	10	13
Number Scoring 85–100	98	134	137	1	0	0
Percentage of Tested Scoring 55–100	98%	93%	96%	89%	54%	67%
Percentage of Tested Scoring 65–100	94%	84%	91%	63%	27%	48%
Percentage of Tested Scoring 85–100	28%	39%	40%	4%	0%	0%
Mathematics A						
Number Tested	0	37	398	0	5	41
Number Scoring 55–100	0	26	350	0	2	25
Number Scoring 65–100	0	19	323	0	1	22
Number Scoring 85–100	0	1	65	0	0	0
Percentage of Tested Scoring 55–100	0%	70%	88%	0%	40%	61%
Percentage of Tested Scoring 65–100	0%	51%	81%	0%	20%	54%
Percentage of Tested Scoring 85–100	0%	3%	16%	0%	0%	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	358	362	348	32	35	33
Number Scoring 55–100	348	346	336	26	23	26
Number Scoring 65–100	321	320	311	19	21	19
Number Scoring 85–100	121	97	139	0	1	1
Percentage of Tested Scoring 55–100	97%	96%	97%	81%	66%	79%
Percentage of Tested Scoring 65–100	90%	88%	89%	59%	60%	58%
Percentage of Tested Scoring 85–100	34%	27%	40%	0%	3%	3%
U.S. History and Government (first administered June 2001)						
Number Tested	354	365	349	35	47	30
Number Scoring 55–100	340	336	331	28	27	17
Number Scoring 65–100	309	301	307	19	17	13
Number Scoring 85–100	150	101	175	3	1	1
Percentage of Tested Scoring 55–100	96%	92%	95%	80%	57%	57%
Percentage of Tested Scoring 65–100	87%	82%	88%	54%	36%	43%
Percentage of Tested Scoring 85–100	42%	28%	50%	9%	2%	3%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	354	359	353	37	45	30
Number Scoring 55–100	344	357	344	36	43	26
Number Scoring 65–100	340	346	336	34	38	23
Number Scoring 85–100	107	132	134	1	1	2
Percentage of Tested Scoring 55–100	97%	99%	97%	97%	96%	87%
Percentage of Tested Scoring 65–100	96%	96%	95%	92%	84%	77%
Percentage of Tested Scoring 85–100	30%	37%	38%	3%	2%	7%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	307	275	13	47	24	2
Number Scoring 55–100	286	263	11	36	19	#
Number Scoring 65–100	251	244	10	25	12	#
Number Scoring 85–100	85	65	0	2	1	#
Percentage of Tested Scoring 55–100	93%	96%	85%	77%	79%	#
Percentage of Tested Scoring 65–100	82%	89%	77%	53%	50%	#
Percentage of Tested Scoring 85–100	28%	24%	0%	4%	4%	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		249	260		3	1
Number Scoring 55–100		246	251		#	#
Number Scoring 65–100		207	215		#	#
Number Scoring 85–100		37	57		#	#
Percentage of Tested Scoring 55–100		99%	97%		#	#
Percentage of Tested Scoring 65–100		83%	83%		#	#
Percentage of Tested Scoring 85–100		15%	22%		#	#
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	31	32	38	0	0	0
Number Scoring 55–100	31	32	38	0	0	0
Number Scoring 65–100	31	27	37	0	0	0
Number Scoring 85–100	18	8	13	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	84%	97%	0%	0%	0%
Percentage of Tested Scoring 85–100	58%	25%	34%	0%	0%	0%
Comprehensive Italian						
Number Tested	63	52	63	0	0	0
Number Scoring 55–100	63	52	63	0	0	0
Number Scoring 65–100	63	50	62	0	0	0
Number Scoring 85–100	35	29	17	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	96%	98%	0%	0%	0%
Percentage of Tested Scoring 85–100	56%	56%	27%	0%	0%	0%
Comprehensive German						
Number Tested	22	22	22	0	0	0
Number Scoring 55–100	22	22	22	0	0	0
Number Scoring 65–100	22	22	22	0	0	0
Number Scoring 85–100	17	14	16	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	77%	64%	73%	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	100	114	141	0	0	1
Number Scoring 55–100	98	113	139	0	0	#
Number Scoring 65–100	97	111	129	0	0	#
Number Scoring 85–100	69	52	53	0	0	#
Percentage of Tested Scoring 55–100	98%	99%	99%	0%	0%	#
Percentage of Tested Scoring 65–100	97%	97%	91%	0%	0%	#
Percentage of Tested Scoring 85–100	69%	46%	38%	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	343	318	27	14	11	2
Number Scoring 55–100	317	294	22	10	9	#
Number Scoring 65–100	291	266	18	9	4	#
Number Scoring 85–100	136	133	4	1	0	#
Percentage of Tested Scoring 55–100	92%	92%	81%	71%	82%	#
Percentage of Tested Scoring 65–100	85%	84%	67%	64%	36%	#
Percentage of Tested Scoring 85–100	40%	42%	15%	7%	0%	#
Sequential Mathematics, Course III						
Number Tested	259	231	239	12	4	2
Number Scoring 55–100	236	215	207	10	#	#
Number Scoring 65–100	216	202	196	9	#	#
Number Scoring 85–100	110	102	75	2	#	#
Percentage of Tested Scoring 55–100	91%	93%	87%	83%	#	#
Percentage of Tested Scoring 65–100	83%	87%	82%	75%	#	#
Percentage of Tested Scoring 85–100	42%	44%	31%	17%	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	26	100%	113	92%	1	#
Students with Disabilities	0	0%	26	77%	0	0%

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	311	311	311	15	15	15	326	326	326
Number Scoring 55–64	9	17	5	2	3	1	11	20	6
Number Scoring 65–84	169	173	156	6	5	9	175	178	165
Number Scoring 85–100	119	99	139	0	1	0	119	100	139
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)