

# New York State School Report Card Comprehensive Information Report

BEDS Code: 58-10-10-02-0001

Grade Range : 7-12

Name: Greenport High School

Principal: Michael Comanda

## 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	70	67	74
Eighth	63	59	57
Ninth	49	54	55
Tenth	64	47	54
Eleventh	43	53	43
Twelfth	48	44	54
Ungraded Secondary	0	0	0
Total K-12 Enrollment	337	324	337

## 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	0	0.0%	0	0.0%	0	0.0%
Black (Not Hispanic)	52	15.4%	48	14.8%	51	15.1%
Hispanic	52	15.4%	51	15.7%	45	13.4%
White (Not Hispanic)	233	69.1%	225	69.4%	241	71.5%

## Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	34	0	0
Common Branch	0	0	0
English Grade 8	19	20	20
Mathematics Grade 8	22	22	24
Science Grade 8	22	21	14
Social Studies Grade 8	21	21	23
English Grade 10	28	23	19
Mathematics Grade 10	0	22	16
Science Grade 10	31	17	18
Social Studies Grade 10	20	21	17

(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	24	7.1%	6	1.8%	19	5.6%
Eligible for Free Lunch	97	28.8%	77	23.8%	75	22.3%

### 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		94.0%		94.0%		93.9%
Student Suspensions	6	2.0%	23	6.8%	44	13.6%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.3%	4.0%	3.0%
Public Assistance	31-40%	21-30%	21-30%
Student Stability	92%	91%	94%

### Staff Counts

Staff	2002–2003
Total Teachers	37
Total Other Professional Staff	1
Total Paraprofessionals	NA
Teaching Out of Certification*	5
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	39	18	46%	35	20	57%	44	22	50%
Students with Disabilities	2	0	0%	5	0	0%	3	1	33%
All Students	41	18	44%	40	20	50%	47	23	49%

\*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	33	12	0	0	1	1
Percent	70%	26%	0%	0%	2%	2%

## 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)
3	1	2	5

\*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			8		9	
	Entered GED Program*			1		3	
	Total Noncompleters			9		12	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		0	
	Total Noncompleters			0		1	
All Students	Dropped Out	8	3.9%	8	4.0%	10	4.9%
	Entered GED Program*	0	0.0%	1	0.5%	3	1.5%
	Total Noncompleters	8	3.9%	9	4.5%	13	6.3%

\*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		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	111
	Number of Students with Disabilities		0	20
	Number of All Students		0	131
	Percent of Enrollment		0%	100%
9-12	Number of General-Education Students		42	184
	Number of Students with Disabilities		29	22
	Number of All Students		71	206
	Percent of Enrollment		36%	100%

## 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	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	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	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	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%	1	#	2	#
Science	0	0%	0	0%	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	1	#	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	4	#	0	0%	2	#
Science	7	14%	1	#	4	#
Reading	3	#	7	71%	5	80%
Writing	4	#	4	#	0	0%
Global Studies	3	#	2	#	5	40%
U.S. Hist & Gov't	1	#	3	#	2	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	35	48	35	4	5	6
Number Scoring 55–100	31	39	28	#	2	2
Number Scoring 65–100	30	31	25	#	1	0
Number Scoring 85–100	11	14	10	#	0	0
Percentage of Tested Scoring 55–100	89%	81%	80%	#	40%	33%
Percentage of Tested Scoring 65–100	86%	65%	71%	#	20%	0%
Percentage of Tested Scoring 85–100	31%	29%	29%	#	0%	0%
<b>Mathematics A</b>						
Number Tested	0	0	32	0	0	0
Number Scoring 55–100	0	0	31	0	0	0
Number Scoring 65–100	0	0	28	0	0	0
Number Scoring 85–100	0	0	16	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	97%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	88%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	50%	0%	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	55	39	46	8	5	3
Number Scoring 55–100	53	33	39	7	2	#
Number Scoring 65–100	48	25	36	3	1	#
Number Scoring 85–100	22	4	14	0	0	#
Percentage of Tested Scoring 55–100	96%	85%	85%	88%	40%	#
Percentage of Tested Scoring 65–100	87%	64%	78%	38%	20%	#
Percentage of Tested Scoring 85–100	40%	10%	30%	0%	0%	#
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	36	51	38	2	5	4
Number Scoring 55–100	34	48	37	#	3	#
Number Scoring 65–100	33	44	35	#	2	#
Number Scoring 85–100	23	24	25	#	1	#
Percentage of Tested Scoring 55–100	94%	94%	97%	#	60%	#
Percentage of Tested Scoring 65–100	92%	86%	92%	#	40%	#
Percentage of Tested Scoring 85–100	64%	47%	66%	#	20%	#

(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	51	36	49	2	3	6
Number Scoring 55–100	50	35	43	#	#	1
Number Scoring 65–100	46	34	37	#	#	0
Number Scoring 85–100	15	6	10	#	#	0
Percentage of Tested Scoring 55–100	98%	97%	88%	#	#	17%
Percentage of Tested Scoring 65–100	90%	94%	76%	#	#	0%
Percentage of Tested Scoring 85–100	29%	17%	20%	#	#	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	39	55	60	5	6	4
Number Scoring 55–100	33	46	49	3	3	#
Number Scoring 65–100	25	42	44	2	2	#
Number Scoring 85–100	7	16	23	1	0	#
Percentage of Tested Scoring 55–100	85%	84%	82%	60%	50%	#
Percentage of Tested Scoring 65–100	64%	76%	73%	40%	33%	#
Percentage of Tested Scoring 85–100	18%	29%	38%	20%	0%	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		35	28		1	1
Number Scoring 55–100		30	18		#	#
Number Scoring 65–100		22	13		#	#
Number Scoring 85–100		4	0		#	#
Percentage of Tested Scoring 55–100		86%	64%		#	#
Percentage of Tested Scoring 65–100		63%	46%		#	#
Percentage of Tested Scoring 85–100		11%	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	9	17	12	0	0	0
Number Scoring 55–100	9	17	12	0	0	0
Number Scoring 65–100	9	17	10	0	0	0
Number Scoring 85–100	7	11	6	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	83%	0%	0%	0%
Percentage of Tested Scoring 85–100	78%	65%	50%	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	12	20	11	0	0	0
Number Scoring 55–100	12	20	11	0	0	0
Number Scoring 65–100	12	20	10	0	0	0
Number Scoring 85–100	10	16	7	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	91%	0%	0%	0%
Percentage of Tested Scoring 85–100	83%	80%	64%	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	38	46	33	0	1	0
Number Scoring 55–100	36	44	32	0	#	0
Number Scoring 65–100	35	40	29	0	#	0
Number Scoring 85–100	19	20	17	0	#	0
Percentage of Tested Scoring 55–100	95%	96%	97%	0%	#	0%
Percentage of Tested Scoring 65–100	92%	87%	88%	0%	#	0%
Percentage of Tested Scoring 85–100	50%	43%	52%	0%	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	28	28	38	0	1	1
Number Scoring 55–100	22	22	25	0	#	#
Number Scoring 65–100	20	21	21	0	#	#
Number Scoring 85–100	10	7	9	0	#	#
Percentage of Tested Scoring 55–100	79%	79%	66%	0%	#	#
Percentage of Tested Scoring 65–100	71%	75%	55%	0%	#	#
Percentage of Tested Scoring 85–100	36%	25%	24%	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	7	86%	3	#	6	100%
Students with Disabilities	5	80%	0	0%	4	#

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	44	44	44	5	5	5	49	49	49
Number Scoring 55–64	2	2	1	0	1	1	2	3	2
Number Scoring 65–84	20	19	25	2	1	1	22	20	26
Number Scoring 85–100	18	20	14	1	1	1	19	21	15
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)