

New York State School Report Card Comprehensive Information Report

BEDS Code: 66-10-04-06-0004
 Name: Horace Greeley High School
 Principal: Andrew Selesnick

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	267	278	301
Tenth	276	266	282
Eleventh	250	286	272
Twelfth	216	253	282
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1009	1083	1137

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	66	6.5%	85	7.8%	85	7.5%
Black (Not Hispanic)	10	1.0%	11	1.0%	12	1.1%
Hispanic	28	2.8%	25	2.3%	16	1.4%
White (Not Hispanic)	905	89.7%	962	88.8%	1024	90.1%

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	0	9	0
Mathematics Grade 10	16	15	15
Science Grade 10	23	20	18
Social Studies Grade 10	23	21	20

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
52	All schools in this group are secondary level schools in school districts with low student needs in relation to district resource capacity. The schools in this group are in the lower 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	11	1.1%	10	0.9%	9	0.8%
Eligible for Free Lunch	0	0.0%	1	0.1%	1	0.1%

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		98.3%		98.5%		98.6%
Student Suspensions	37	3.8%	33	3.3%	44	4.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.0%	0.0%	0.1%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	98%	99%

Staff Counts

Staff	2002–2003
Total Teachers	102
Total Other Professional Staff	17
Total Paraprofessionals	NA
Teaching Out of Certification*	6
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	188	0	0%	256	0	0%	255	0	0%
Students with Disabilities	26	0	0%	1	0	0%	16	0	0%
All Students	214	0	0%	257	0	0%	271	0	0%

*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	252	8	0	1	0	10
Percent	93%	3%	0%	0%	0%	4%

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)
16	0	0	16

*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		2	
	Entered GED Program*			0		0	
	Total Noncompleters			0		2	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	4	0.4%	0	0.0%	2	0.2%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	4	0.4%	0	0.0%	2	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	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	70	99%

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%	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	0	0%	0	0%	1	#
Science	5	100%	0	0%	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	0	0%	1	#
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	2	#
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
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
Comprehensive English						
Number Tested	294	255	305	44	8	27
Number Scoring 55–100	294	252	300	44	8	24
Number Scoring 65–100	284	248	291	34	5	21
Number Scoring 85–100	233	200	194	14	2	4
Percentage of Tested Scoring 55–100	100%	99%	98%	100%	100%	89%
Percentage of Tested Scoring 65–100	97%	97%	95%	77%	62%	78%
Percentage of Tested Scoring 85–100	79%	78%	64%	32%	25%	15%
Mathematics A						
Number Tested	245	257	276	18	5	22
Number Scoring 55–100	245	255	274	18	5	22
Number Scoring 65–100	245	251	271	18	5	22
Number Scoring 85–100	201	204	176	13	0	7
Percentage of Tested Scoring 55–100	100%	99%	99%	100%	100%	100%
Percentage of Tested Scoring 65–100	100%	98%	98%	100%	100%	100%
Percentage of Tested Scoring 85–100	82%	79%	64%	72%	0%	32%
Mathematics B (first administered June 2001)						
Number Tested	0	0	204	0	0	5
Number Scoring 55–100	0	0	190	0	0	3
Number Scoring 65–100	0	0	173	0	0	2
Number Scoring 85–100	0	0	85	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	93%	0%	0%	60%
Percentage of Tested Scoring 65–100	0%	0%	85%	0%	0%	40%
Percentage of Tested Scoring 85–100	0%	0%	42%	0%	0%	0%
Global History and Geography						
Number Tested	227	259	269	24	10	19
Number Scoring 55–100	227	258	267	24	9	18
Number Scoring 65–100	224	256	265	24	9	18
Number Scoring 85–100	151	178	194	4	1	5
Percentage of Tested Scoring 55–100	100%	100%	99%	100%	90%	95%
Percentage of Tested Scoring 65–100	99%	99%	99%	100%	90%	95%
Percentage of Tested Scoring 85–100	67%	69%	72%	17%	10%	26%
U.S. History and Government (first administered June 2001)						
Number Tested	232	320	262	19	6	17
Number Scoring 55–100	227	318	261	15	6	16
Number Scoring 65–100	223	312	260	15	5	15
Number Scoring 85–100	187	242	226	8	1	9
Percentage of Tested Scoring 55–100	98%	99%	100%	79%	100%	94%
Percentage of Tested Scoring 65–100	96%	97%	99%	79%	83%	88%
Percentage of Tested Scoring 85–100	81%	76%	86%	42%	17%	53%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	301	245	320	18	11	21
Number Scoring 55–100	301	245	320	18	11	21
Number Scoring 65–100	300	243	317	18	10	20
Number Scoring 85–100	169	163	206	1	1	6
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	100%	99%	99%	100%	91%	95%
Percentage of Tested Scoring 85–100	56%	67%	64%	6%	9%	29%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	71	97	68	12	9	11
Number Scoring 55–100	68	96	67	11	8	10
Number Scoring 65–100	59	91	66	7	6	10
Number Scoring 85–100	17	41	24	1	0	2
Percentage of Tested Scoring 55–100	96%	99%	99%	92%	89%	91%
Percentage of Tested Scoring 65–100	83%	94%	97%	58%	67%	91%
Percentage of Tested Scoring 85–100	24%	42%	35%	8%	0%	18%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		276	246		2	17
Number Scoring 55–100		275	246		#	17
Number Scoring 65–100		259	240		#	13
Number Scoring 85–100		109	112		#	1
Percentage of Tested Scoring 55–100		100%	100%		#	100%
Percentage of Tested Scoring 65–100		94%	98%		#	76%
Percentage of Tested Scoring 85–100		39%	46%		#	6%
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	74	80	33	2	0	0
Number Scoring 55–100	74	80	33	#	0	0
Number Scoring 65–100	74	80	33	#	0	0
Number Scoring 85–100	70	64	25	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	95%	80%	76%	#	0%	0%
Comprehensive Italian						
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 German						
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 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	141	156	0	8	2	0
Number Scoring 55–100	141	156	0	8	#	0
Number Scoring 65–100	141	155	0	8	#	0
Number Scoring 85–100	131	135	0	6	#	0
Percentage of Tested Scoring 55–100	100%	100%	0%	100%	#	0%
Percentage of Tested Scoring 65–100	100%	99%	0%	100%	#	0%
Percentage of Tested Scoring 85–100	93%	87%	0%	75%	#	0%
Comprehensive Latin						
Number Tested	25	11	29	2	0	0
Number Scoring 55–100	25	11	29	#	0	0
Number Scoring 65–100	25	11	29	#	0	0
Number Scoring 85–100	25	7	25	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	100%	64%	86%	#	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	4	0	0	1	0	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%
Sequential Mathematics, Course III						
Number Tested	197	93	34	8	0	0
Number Scoring 55–100	197	92	34	8	0	0
Number Scoring 65–100	196	92	34	8	0	0
Number Scoring 85–100	194	74	34	8	0	0
Percentage of Tested Scoring 55–100	100%	99%	100%	100%	0%	0%
Percentage of Tested Scoring 65–100	99%	99%	100%	100%	0%	0%
Percentage of Tested Scoring 85–100	98%	80%	100%	100%	0%	0%

(Form – I)

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	265	265	265	18	18	18	283	283	283
Number Scoring 55–64	1	4	0	0	2	2	1	6	2
Number Scoring 65–84	56	60	67	13	7	12	69	67	79
Number Scoring 85–100	194	192	192	3	5	3	197	197	195
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)