

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-10-10-02-0001
 Name: Greenport High School
 Principal: Michael Comanda

Grade Range : 7-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	67	74	79
Eighth	59	57	58
Ninth	54	55	66
Tenth	47	54	54
Eleventh	53	43	53
Twelfth	44	54	35
Ungraded Secondary	0	0	0
Total K-12 Enrollment	324	337	345

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	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%	1	0.3%
Black (Not Hispanic)	48	14.8%	51	15.1%	57	16.5%
Hispanic	51	15.7%	45	13.4%	45	13.0%
White (Not Hispanic)	225	69.4%	241	71.5%	242	70.1%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	20	20	21
Mathematics Grade 8	22	24	23
Science Grade 8	21	14	21
Social Studies Grade 8	21	23	21
English Grade 10	23	19	21
Mathematics Grade 10	22	16	0
Science Grade 10	17	18	20
Social Studies Grade 10	21	17	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
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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	6	1.9%	19	5.6%	10	2.9%
Eligible for Free Lunch	77	23.8%	75	22.3%	99	28.7%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.0%		93.9%		89.8%
Student Suspensions	23	6.8%	44	13.6%	27	8.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	4.0%	3.0%	2.6%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	91%	94%	100%

Staff Counts

Staff	2003-04
Total Teachers	39
Total Other Professional Staff	2
Total Paraprofessionals	NA
Teaching Out of Certification*	2

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	35	20	57%	44	22	50%	27	15	56%
Students with Disabilities	5	0	0%	3	1	33%	5	0	0%
All Students	40	20	50%	47	23	49%	32	15	47%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	16	11	1	2	2	0
Percent	50%	34%	3%	6%	6%	0%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
5	0	0	5

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	8		9		1	0.5%
	Entered GED Program*	1		3		3	1.5%
	Total Noncompleters	9		12		4	2.0%
Students with Disabilities	Dropped Out	0		1		0	0.0%
	Entered GED Program*	0		0		1	3.6%
	Total Noncompleters	0		1		1	3.6%
All Students	Dropped Out	8	4.0%	10	4.9%	1	0.4%
	Entered GED Program*	1	0.5%	3	1.5%	4	1.8%
	Total Noncompleters	9	4.5%	13	6.3%	5	2.2%

*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	111	151
	Number of Students with Disabilities	0	20	35
	Number of All Students	0	131	186
	Percent of Enrollment	0%	100%	136%
9-12	Number of General-Education Students	42	184	191
	Number of Students with Disabilities	29	22	19
	Number of All Students	71	206	210
	Percent of Enrollment	36%	100%	101%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	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	2001-02		2002-03		2003-04	
	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%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	2	#	0	0%
Science	0	0%	1	#	2	#
Reading	0	0%	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	2	#	3	#
Science	1	#	4	#	4	#
Reading	7	71%	5	80%	2	#
Writing	4	#	0	0%	2	#
Global Studies	2	#	5	40%	6	17%
U.S. Hist & Gov't	3	#	2	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	48	35	38	5	6	5
Number Scoring 55-100	39	28	31	2	2	2
Number Scoring 65-100	31	25	27	1	0	0
Number Scoring 85-100	14	10	12	0	0	0
Percentage of Tested Scoring 55-100	81%	80%	82%	40%	33%	40%
Percentage of Tested Scoring 65-100	65%	71%	71%	20%	0%	0%
Percentage of Tested Scoring 85-100	29%	29%	32%	0%	0%	0%
Mathematics A						
Number Tested	0	32	35	0	0	2
Number Scoring 55-100	0	31	35	0	0	#
Number Scoring 65-100	0	28	35	0	0	#
Number Scoring 85-100	0	16	22	0	0	#
Percentage of Tested Scoring 55-100	0%	97%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	88%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	50%	63%	0%	0%	#
Mathematics B						
Number Tested	0	0	23	0	0	0
Number Scoring 55-100	0	0	21	0	0	0
Number Scoring 65-100	0	0	20	0	0	0
Number Scoring 85-100	0	0	9	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	91%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	87%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	39%	0%	0%	0%
Global History and Geography						
Number Tested	39	46	62	5	3	8
Number Scoring 55-100	33	39	53	2	#	3
Number Scoring 65-100	25	36	49	1	#	1
Number Scoring 85-100	4	14	19	0	#	0
Percentage of Tested Scoring 55-100	85%	85%	85%	40%	#	38%
Percentage of Tested Scoring 65-100	64%	78%	79%	20%	#	12%
Percentage of Tested Scoring 85-100	10%	30%	31%	0%	#	0%
U.S. History and Government						
Number Tested	51	38	39	5	4	2
Number Scoring 55-100	48	37	39	3	#	#
Number Scoring 65-100	44	35	36	2	#	#
Number Scoring 85-100	24	25	24	1	#	#
Percentage of Tested Scoring 55-100	94%	97%	100%	60%	#	#
Percentage of Tested Scoring 65-100	86%	92%	92%	40%	#	#
Percentage of Tested Scoring 85-100	47%	66%	62%	20%	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	36	49	60	3	6	4
Number Scoring 55-100	35	43	51	#	1	#
Number Scoring 65-100	34	37	46	#	0	#
Number Scoring 85-100	6	10	17	#	0	#
Percentage of Tested Scoring 55-100	97%	88%	85%	#	17%	#
Percentage of Tested Scoring 65-100	94%	76%	77%	#	0%	#
Percentage of Tested Scoring 85-100	17%	20%	28%	#	0%	#
Physical Setting/Earth Science						
Number Tested	55	60	60	6	4	3
Number Scoring 55-100	46	49	49	3	#	#
Number Scoring 65-100	42	44	43	2	#	#
Number Scoring 85-100	16	23	17	0	#	#
Percentage of Tested Scoring 55-100	84%	82%	82%	50%	#	#
Percentage of Tested Scoring 65-100	76%	73%	72%	33%	#	#
Percentage of Tested Scoring 85-100	29%	38%	28%	0%	#	#
Physical Setting/Chemistry						
Number Tested	35	28	27	1	1	0
Number Scoring 55-100	30	18	21	#	#	0
Number Scoring 65-100	22	13	19	#	#	0
Number Scoring 85-100	4	0	4	#	#	0
Percentage of Tested Scoring 55-100	86%	64%	78%	#	#	0%
Percentage of Tested Scoring 65-100	63%	46%	70%	#	#	0%
Percentage of Tested Scoring 85-100	11%	0%	15%	#	#	0%
Physical Setting/Physics						
Number Tested			12			0
Number Scoring 55-100			10			0
Number Scoring 65-100			5			0
Number Scoring 85-100			0			0
Percentage of Tested Scoring 55-100			83%			0%
Percentage of Tested Scoring 65-100			42%			0%
Percentage of Tested Scoring 85-100			0%			0%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	17	12	17	0	0	1
Number Scoring 55-100	17	12	17	0	0	#
Number Scoring 65-100	17	10	17	0	0	#
Number Scoring 85-100	11	6	11	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	83%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	65%	50%	65%	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	20	11	11	0	0	0
Number Scoring 55-100	20	11	10	0	0	0
Number Scoring 65-100	20	10	10	0	0	0
Number Scoring 85-100	16	7	9	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	91%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	91%	91%	0%	0%	0%
Percentage of Tested Scoring 85-100	80%	64%	82%	0%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	28	38	0	1	1	0
Number Scoring 55-100	22	25	0	#	#	0
Number Scoring 65-100	21	21	0	#	#	0
Number Scoring 85-100	7	9	0	#	#	0
Percentage of Tested Scoring 55-100	79%	66%	0%	#	#	0%
Percentage of Tested Scoring 65-100	75%	55%	0%	#	#	0%
Percentage of Tested Scoring 85-100	25%	24%	0%	#	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	3	#	6	100%	10	100%
Students with Disabilities	0	0%	4	#	3	#

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	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 2004	General-Education Students	44	2%	61%	30%	7%
	Students with Disabilities	6	33%	67%	0%	0%
	All Students	50	6%	62%	26%	6%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

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	1	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

2000 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	33	33	33	7	7	7	40	40	40
Number Scoring 55–64	5	1	2	1	2	0	6	3	2
Number Scoring 65–84	17	6	17	1	2	1	18	8	18
Number Scoring 85–100	4	20	9	0	0	1	4	20	10
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			4			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			8			0
Beginning (0-18)			1			0
Intermediate (19-31)			2			0
Advanced (32-36)			3			0
Proficient (37-39)			2			0
Reading and Writing (Grade 9-12)						
Number Tested			8			0
Beginning (0-14)			2			0
Intermediate (15-24)			3			0
Advanced (25-32)			3			0
Proficient (33-35)			0			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)