

New York State School Report Card Comprehensive Information Report

BEDS Code: 64-08-01-04-0002
 Name: Greenwich Junior-Senior High School
 Principal: Matthias Donnelly

Grade Range : 7-12

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	105	82	101
Eighth	116	108	86
Ninth	94	124	106
Tenth	104	90	122
Eleventh	111	105	84
Twelfth	85	104	103
Ungraded Secondary	0	0	0
Total K-12 Enrollment	615	613	602

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	2	0.3%	6	1.0%	5	0.8%
Black (Not Hispanic)	4	0.7%	4	0.7%	1	0.2%
Hispanic	0	0.0%	0	0.0%	1	0.2%
White (Not Hispanic)	609	99.0%	603	98.4%	595	98.8%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	23	21	16
Mathematics Grade 8	22	21	17
Science Grade 8	0	0	20
Social Studies Grade 8	23	21	20
English Grade 10	23	17	24
Mathematics Grade 10	24	0	26
Science Grade 10	26	0	0
Social Studies Grade 10	17	18	25

(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	2	0.3%	2	0.3%	0	0.0%
Eligible for Free Lunch	48	7.8%	40	6.5%	42	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		94.7%		94.2%		95.1%
Student Suspensions	49	8.0%	48	7.8%	79	12.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.9%	3.6%	2.7%
Public Assistance	1-10%	11-20%	1-10%
Student Stability	98%	95%	97%

Staff Counts

Staff	2002–2003
Total Teachers	55
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	0
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	0	0	0%	87	60	69%	75	57	76%
Students with Disabilities	0	0	0%	8	1	12%	12	3	25%
All Students	0	0	0%	95	61	64%	87	60	69%

*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	31	32	4	5	7	8
Percent	36%	37%	5%	6%	8%	9%

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)
12	3	3	15

*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			5		4	
	Entered GED Program*			6		3	
	Total Noncompleters			11		7	
Students with Disabilities	Dropped Out			1		3	
	Entered GED Program*			1		1	
	Total Noncompleters			2		4	
All Students	Dropped Out	0	0.0%	6	1.4%	7	1.7%
	Entered GED Program*	0	0.0%	7	1.7%	4	1.0%
	Total Noncompleters	0	0.0%	13	3.1%	11	2.7%

*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		96	0
	Number of Students with Disabilities		12	0
	Number of All Students		108	0
	Percent of Enrollment		57%	0%
9-12	Number of General-Education Students		365	0
	Number of Students with Disabilities		56	0
	Number of All Students		421	0
	Percent of Enrollment		100%	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	34	100%	39	90%	22	86%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	58	100%	56	95%	53	100%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	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%	1	#	2	#

(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%	0	0%	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	3	#	0	0%	0	0%
U.S. Hist & Gov't	8	100%	1	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	11	91%	6	100%
Science	1	#	5	60%	6	83%
Reading	4	#	4	#	7	100%
Writing	4	#	3	#	0	0%
Global Studies	1	#	3	#	5	100%
U.S. Hist & Gov't	10	60%	4	#	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	105	101	98	13	11	14
Number Scoring 55–100	94	81	74	6	6	5
Number Scoring 65–100	82	59	56	3	1	2
Number Scoring 85–100	12	17	8	0	0	0
Percentage of Tested Scoring 55–100	90%	80%	76%	46%	55%	36%
Percentage of Tested Scoring 65–100	78%	58%	57%	23%	9%	14%
Percentage of Tested Scoring 85–100	11%	17%	8%	0%	0%	0%
Mathematics A						
Number Tested	0	17	111	0	4	3
Number Scoring 55–100	0	4	92	0	#	#
Number Scoring 65–100	0	3	75	0	#	#
Number Scoring 85–100	0	0	28	0	#	#
Percentage of Tested Scoring 55–100	0%	24%	83%	0%	#	#
Percentage of Tested Scoring 65–100	0%	18%	68%	0%	#	#
Percentage of Tested Scoring 85–100	0%	0%	25%	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	99	83	117	11	9	8
Number Scoring 55–100	97	77	116	10	6	8
Number Scoring 65–100	91	69	111	9	2	8
Number Scoring 85–100	39	24	53	2	0	0
Percentage of Tested Scoring 55–100	98%	93%	99%	91%	67%	100%
Percentage of Tested Scoring 65–100	92%	83%	95%	82%	22%	100%
Percentage of Tested Scoring 85–100	39%	29%	45%	18%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	102	123	91	12	14	12
Number Scoring 55–100	84	116	89	7	13	10
Number Scoring 65–100	68	103	87	6	10	10
Number Scoring 85–100	30	26	45	0	1	1
Percentage of Tested Scoring 55–100	82%	94%	98%	58%	93%	83%
Percentage of Tested Scoring 65–100	67%	84%	96%	50%	71%	83%
Percentage of Tested Scoring 85–100	29%	21%	49%	0%	7%	8%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	68	81	159	5	5	3
Number Scoring 55–100	68	81	157	5	5	#
Number Scoring 65–100	68	80	153	5	5	#
Number Scoring 85–100	15	19	34	2	0	#
Percentage of Tested Scoring 55–100	100%	100%	99%	100%	100%	#
Percentage of Tested Scoring 65–100	100%	99%	96%	100%	100%	#
Percentage of Tested Scoring 85–100	22%	23%	21%	40%	0%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	86	97	40	5	9	5
Number Scoring 55–100	76	89	35	2	5	4
Number Scoring 65–100	71	76	34	2	2	3
Number Scoring 85–100	23	26	10	0	0	0
Percentage of Tested Scoring 55–100	88%	92%	88%	40%	56%	80%
Percentage of Tested Scoring 65–100	83%	78%	85%	40%	22%	60%
Percentage of Tested Scoring 85–100	27%	27%	25%	0%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		35	46		1	1
Number Scoring 55–100		33	42		#	#
Number Scoring 65–100		26	39		#	#
Number Scoring 85–100		3	2		#	#
Percentage of Tested Scoring 55–100		94%	91%		#	#
Percentage of Tested Scoring 65–100		74%	85%		#	#
Percentage of Tested Scoring 85–100		9%	4%		#	#
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	15	17	25	0	0	0
Number Scoring 55–100	15	17	25	0	0	0
Number Scoring 65–100	15	17	25	0	0	0
Number Scoring 85–100	8	12	21	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	53%	71%	84%	0%	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	1	0	0	0	0	0
Number Scoring 55–100	#	0	0	0	0	0
Number Scoring 65–100	#	0	0	0	0	0
Number Scoring 85–100	#	0	0	0	0	0
Percentage of Tested Scoring 55–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	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	36	41	53	1	0	0
Number Scoring 55–100	36	38	52	#	0	0
Number Scoring 65–100	35	38	51	#	0	0
Number Scoring 85–100	29	26	36	#	0	0
Percentage of Tested Scoring 55–100	100%	93%	98%	#	0%	0%
Percentage of Tested Scoring 65–100	97%	93%	96%	#	0%	0%
Percentage of Tested Scoring 85–100	81%	63%	68%	#	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	92	76	35	6	3	0
Number Scoring 55–100	79	52	29	5	#	0
Number Scoring 65–100	71	39	27	3	#	0
Number Scoring 85–100	26	14	7	1	#	0
Percentage of Tested Scoring 55–100	86%	68%	83%	83%	#	0%
Percentage of Tested Scoring 65–100	77%	51%	77%	50%	#	0%
Percentage of Tested Scoring 85–100	28%	18%	20%	17%	#	0%
Sequential Mathematics, Course III						
Number Tested	65	54	57	0	2	0
Number Scoring 55–100	59	48	54	0	#	0
Number Scoring 65–100	55	42	51	0	#	0
Number Scoring 85–100	23	26	30	0	#	0
Percentage of Tested Scoring 55–100	91%	89%	95%	0%	#	0%
Percentage of Tested Scoring 65–100	85%	78%	89%	0%	#	0%
Percentage of Tested Scoring 85–100	35%	48%	53%	0%	#	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	69	97%	10	90%	8	100%
Students with Disabilities	12	100%	4	#	2	#

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	69	0%	7%	67%	26%
	Students with Disabilities	11	18%	55%	27%	0%
	All Students	80	3%	14%	61%	23%

(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	83	83	83	18	18	18	101	101	101
Number Scoring 55–64	3	4	2	1	2	0	4	6	2
Number Scoring 65–84	38	55	49	8	9	6	46	64	55
Number Scoring 85–100	36	18	29	3	1	2	39	19	31
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)