

New York State District Report Card Comprehensive Information Report

BEDS Code: 19-07-01-04-0000
 Name: Greenville Central School District
 Superintendent: John Oates

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	78	79	95
First	93	82	75
Second	99	101	86
Third	93	100	97
Fourth	106	95	98
Fifth	129	111	98
Sixth	132	129	118
Ungraded Elementary	14	14	16
Seventh	123	127	123
Eighth	97	124	128
Ninth	120	94	130
Tenth	120	113	80
Eleventh	129	116	112
Twelfth	88	104	89
Ungraded Secondary	26	30	31
Total K-12 Enrollment	1447	1419	1376

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	12	0.8%	8	0.6%	8	0.6%
Black (Not Hispanic)	13	0.9%	17	1.2%	19	1.4%
Hispanic	9	0.6%	10	0.7%	10	0.7%
White (Not Hispanic)	1413	97.7%	1384	97.5%	1339	97.3%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	16	20	19
Common Branch	19	18	18
English Grade 8	17	20	22
Mathematics Grade 8	14	19	23
Science Grade 8	19	20	18
Social Studies Grade 8	16	20	22
English Grade 10	17	19	18
Mathematics Grade 10	0	0	23
Science Grade 10	20	33	15
Social Studies Grade 10	18	20	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
NA	NA

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	1	0.1%	2	0.1%	2	0.2%
Eligible for Free Lunch	260	18.0%	289	20.4%	287	20.9%

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		93.8%		94.4%		95.5%
Student Suspensions	67	4.6%	86	5.9%	21	1.5%

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

	2001-02	2002-03	2003-04
Reduced Lunch	12.9%	14.0%	11.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	127
Total Other Professional Staff	16
Total Paraprofessionals	42
Teaching Out of Certification*	5

*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	71	40	56%	96	46	48%	85	59	69%
Students with Disabilities	11	1	9%	15	1	7%	23	2	9%
All Students	82	41	50%	111	47	42%	108	61	56%

*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	30	46	0	4	2	26
Percent	28%	43%	0%	4%	2%	24%

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)
23	2	0	23

*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	0		1		5	1.3%
	Entered GED Program*	0		0		1	0.3%
	Total Noncompleters	0		1		6	1.6%
Students with Disabilities	Dropped Out	0		0		1	1.1%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		0		1	1.1%
All Students	Dropped Out	0	0.0%	1	0.2%	6	1.3%
	Entered GED Program*	0	0.0%	0	0.0%	1	0.2%
	Total Noncompleters	0	0.0%	1	0.2%	7	1.5%

*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	120	106	0
	Number of Students with Disabilities	15	18	0
	Number of All Students	135	124	0
	Percent of Enrollment	37%	31%	0%
9-12	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%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	60		
Completed and Passed Regents Exams	60	100%	77%
Completed and had Course Average of 75% or More	60	100%	81%
Completed and Attained a HS Diploma or Equivalent	60	100%	96%
Completed and Whose Status is Known	60		
Completed and Were Successfully Placed	60	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	30	28%	30%
Underrepresented Gender Members Who Completed	3	11%	19%

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	3	#	7	100%	0	0%
Spanish	36	81%	17	53%	14	29%

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	3	#	0	0%	0	0%
Spanish	5	60%	4	#	2	#

Regents Competency Tests

General-Education Students

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

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	5	80%	6	100%
Science	2	#	5	100%	1	#
Reading	13	100%	12	100%	7	71%
Writing	7	100%	12	100%	4	#
Global Studies	6	83%	17	100%	5	40%
U.S. Hist & Gov't	13	92%	2	#	8	75%

(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	113	85	98	13	14	16
Number Scoring 55-100	108	79	84	10	9	6
Number Scoring 65-100	97	69	76	6	4	4
Number Scoring 85-100	42	36	37	0	1	1
Percentage of Tested Scoring 55-100	96%	93%	86%	77%	64%	38%
Percentage of Tested Scoring 65-100	86%	81%	78%	46%	29%	25%
Percentage of Tested Scoring 85-100	37%	42%	38%	0%	7%	6%
Mathematics A						
Number Tested	37	105	108	13	11	11
Number Scoring 55-100	3	99	106	0	10	11
Number Scoring 65-100	1	90	92	0	8	6
Number Scoring 85-100	0	11	27	0	1	0
Percentage of Tested Scoring 55-100	8%	94%	98%	0%	91%	100%
Percentage of Tested Scoring 65-100	3%	86%	85%	0%	73%	55%
Percentage of Tested Scoring 85-100	0%	10%	25%	0%	9%	0%
Mathematics B						
Number Tested	0	0	70	0	0	3
Number Scoring 55-100	0	0	42	0	0	#
Number Scoring 65-100	0	0	27	0	0	#
Number Scoring 85-100	0	0	2	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	60%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	39%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	3%	0%	0%	#
Global History and Geography						
Number Tested	114	101	82	20	16	12
Number Scoring 55-100	106	88	76	15	7	9
Number Scoring 65-100	86	82	68	6	5	7
Number Scoring 85-100	29	37	34	1	1	3
Percentage of Tested Scoring 55-100	93%	87%	93%	75%	44%	75%
Percentage of Tested Scoring 65-100	75%	81%	83%	30%	31%	58%
Percentage of Tested Scoring 85-100	25%	37%	41%	5%	6%	25%
U.S. History and Government						
Number Tested	115	93	99	13	13	11
Number Scoring 55-100	99	90	93	7	12	8
Number Scoring 65-100	84	88	91	4	11	8
Number Scoring 85-100	28	43	40	2	3	2
Percentage of Tested Scoring 55-100	86%	97%	94%	54%	92%	73%
Percentage of Tested Scoring 65-100	73%	95%	92%	31%	85%	73%
Percentage of Tested Scoring 85-100	24%	46%	40%	15%	23%	18%

(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	105	102	73	18	13	8
Number Scoring 55-100	105	99	73	18	10	8
Number Scoring 65-100	101	95	72	15	9	7
Number Scoring 85-100	34	43	23	1	1	2
Percentage of Tested Scoring 55-100	100%	97%	100%	100%	77%	100%
Percentage of Tested Scoring 65-100	96%	93%	99%	83%	69%	88%
Percentage of Tested Scoring 85-100	32%	42%	32%	6%	8%	25%
Physical Setting/Earth Science						
Number Tested	106	77	117	15	9	17
Number Scoring 55-100	104	73	113	15	7	15
Number Scoring 65-100	96	73	94	11	7	9
Number Scoring 85-100	49	42	42	3	5	1
Percentage of Tested Scoring 55-100	98%	95%	97%	100%	78%	88%
Percentage of Tested Scoring 65-100	91%	95%	80%	73%	78%	53%
Percentage of Tested Scoring 85-100	46%	55%	36%	20%	56%	6%
Physical Setting/Chemistry						
Number Tested	37	38	44	0	0	1
Number Scoring 55-100	32	35	44	0	0	#
Number Scoring 65-100	24	28	37	0	0	#
Number Scoring 85-100	8	4	7	0	0	#
Percentage of Tested Scoring 55-100	86%	92%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	65%	74%	84%	0%	0%	#
Percentage of Tested Scoring 85-100	22%	11%	16%	0%	0%	#
Physical Setting/Physics						
Number Tested			13			0
Number Scoring 55-100			13			0
Number Scoring 65-100			12			0
Number Scoring 85-100			3			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			92%			0%
Percentage of Tested Scoring 85-100			23%			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	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 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	0	27	27	0	0	2
Number Scoring 55-100	0	26	25	0	0	#
Number Scoring 65-100	0	24	24	0	0	#
Number Scoring 85-100	0	9	14	0	0	#
Percentage of Tested Scoring 55-100	0%	96%	93%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	89%	89%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	33%	52%	0%	0%	#
Comprehensive Latin						
Number Tested	17	23	14	1	3	1
Number Scoring 55-100	15	21	13	#	#	#
Number Scoring 65-100	13	21	12	#	#	#
Number Scoring 85-100	4	8	2	#	#	#
Percentage of Tested Scoring 55-100	88%	91%	93%	#	#	#
Percentage of Tested Scoring 65-100	76%	91%	86%	#	#	#
Percentage of Tested Scoring 85-100	24%	35%	14%	#	#	#

(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	85	68	6	0	4	1
Number Scoring 55-100	46	43	4	0	#	#
Number Scoring 65-100	40	39	3	0	#	#
Number Scoring 85-100	14	12	0	0	#	#
Percentage of Tested Scoring 55-100	54%	63%	67%	0%	#	#
Percentage of Tested Scoring 65-100	47%	57%	50%	0%	#	#
Percentage of Tested Scoring 85-100	16%	18%	0%	0%	#	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	51	100%	47	100%	64	100%
Students with Disabilities	19	100%	10	100%	16	75%

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	89	4%	8%	57%	30%
	Students with Disabilities	15	33%	13%	53%	0%
	All Students	104	9%	9%	57%	26%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	115	3%	38%	49%	10%
	Students with Disabilities	16	6%	50%	44%	0%
	All Students	131	3%	40%	48%	9%

(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	2	0	#	#	#	#
Middle Level						
Social Studies	3	0	#	#	#	#
Secondary Level						
English Language Arts	3	0	#	#	#	#
Social Studies	3	0	#	#	#	#
Mathematics	3	0	#	#	#	#
Science	2	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	91	91	91	24	24	24	115	115	115
Number Scoring 55–64	9	0	4	8	1	5	17	1	9
Number Scoring 65–84	47	36	43	6	9	12	53	45	55
Number Scoring 85–100	26	38	41	1	3	2	27	41	43
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 K-1)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade K-1)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 2-4)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 2-4)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 5-6)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 5-6)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			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 – K)

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			1			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			1			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			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 9-12)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			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)