

New York State District Report Card Comprehensive Information Report

BEDS Code: 64-08-01-04-0000
 Name: Greenwich Central School District
 Superintendent: Susanne Fulmer

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	95	80	77
First	92	91	93
Second	89	93	81
Third	81	90	96
Fourth	83	84	96
Fifth	104	87	88
Sixth	105	108	90
Ungraded Elementary	7	6	0
Seventh	82	101	114
Eighth	108	86	103
Ninth	124	106	85
Tenth	90	122	107
Eleventh	105	84	123
Twelfth	104	103	86
Ungraded Secondary	0	0	2
Total K-12 Enrollment	1269	1241	1241

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	10	0.8%	12	1.0%	18	1.5%
Black (Not Hispanic)	13	1.0%	12	1.0%	12	1.0%
Hispanic	2	0.2%	5	0.4%	10	0.8%
White (Not Hispanic)	1244	98.0%	1212	97.7%	1201	96.8%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	16	15
Common Branch	21	20	21
English Grade 8	21	16	19
Mathematics Grade 8	21	17	18
Science Grade 8	0	20	20
Social Studies Grade 8	21	20	20
English Grade 10	17	24	20
Mathematics Grade 10	0	26	20
Science Grade 10	0	0	22
Social Studies Grade 10	18	25	19

(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	3	0.2%	0	0.0%	3	0.2%
Eligible for Free Lunch	109	8.6%	111	8.9%	141	11.4%

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		94.7%		95.1%		95.1%
Student Suspensions	52	4.2%	83	6.5%	49	4.0%

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

	2001-02	2002-03	2003-04
Reduced Lunch	4.5%	4.4%	3.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	104
Total Other Professional Staff	13
Total Paraprofessionals	29
Teaching Out of Certification*	0

*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	87	60	69%	75	57	76%	69	54	78%
Students with Disabilities	8	1	12%	12	3	25%	8	0	0%
All Students	95	61	64%	87	60	69%	77	54	70%

*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	35	26	4	2	10	0
Percent	45%	34%	5%	3%	13%	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)
8	0	1	9

*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	5		4		4	1.1%
	Entered GED Program*	6		3		1	0.3%
	Total Noncompleters	11		7		5	1.4%
Students with Disabilities	Dropped Out	1		3		2	3.6%
	Entered GED Program*	1		1		2	3.6%
	Total Noncompleters	2		4		4	7.3%
All Students	Dropped Out	6	1.4%	7	1.7%	6	1.5%
	Entered GED Program*	7	1.7%	4	1.0%	3	0.7%
	Total Noncompleters	13	3.1%	11	2.7%	9	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%	100%
2-3	0%	0%	100%

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	96	0	183
	Number of Students with Disabilities	12	0	34
	Number of All Students	108	0	217
	Percent of Enrollment	36%	0%	71%
9-12	Number of General-Education Students	365	0	346
	Number of Students with Disabilities	56	0	57
	Number of All Students	421	0	403
	Percent of Enrollment	100%	0%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	45		
Completed and Passed Regents Exams	45	100%	77%
Completed and had Course Average of 75% or More	45	100%	81%
Completed and Attained a HS Diploma or Equivalent	45	100%	96%
Completed and Whose Status is Known	45		
Completed and Were Successfully Placed	45	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	44	53%	30%
Underrepresented Gender Members Who Completed	7	35%	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	39	90%	22	86%	25	88%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	56	95%	53	100%	79	94%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	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	1	#	2	#	3	#

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

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	91%	6	100%	13	62%
Science	5	60%	6	83%	1	#
Reading	4	#	7	100%	13	62%
Writing	3	#	0	0%	19	89%
Global Studies	3	#	5	100%	1	#
U.S. Hist & Gov't	4	#	2	#	2	#

(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	101	98	139	11	14	10
Number Scoring 55-100	81	74	129	6	5	3
Number Scoring 65-100	59	56	109	1	2	0
Number Scoring 85-100	17	8	53	0	0	0
Percentage of Tested Scoring 55-100	80%	76%	93%	55%	36%	30%
Percentage of Tested Scoring 65-100	58%	57%	78%	9%	14%	0%
Percentage of Tested Scoring 85-100	17%	8%	38%	0%	0%	0%
Mathematics A						
Number Tested	17	111	123	4	3	8
Number Scoring 55-100	4	92	120	#	#	5
Number Scoring 65-100	3	75	114	#	#	3
Number Scoring 85-100	0	28	31	#	#	0
Percentage of Tested Scoring 55-100	24%	83%	98%	#	#	62%
Percentage of Tested Scoring 65-100	18%	68%	93%	#	#	38%
Percentage of Tested Scoring 85-100	0%	25%	25%	#	#	0%
Mathematics B						
Number Tested	0	0	71	0	0	0
Number Scoring 55-100	0	0	55	0	0	0
Number Scoring 65-100	0	0	48	0	0	0
Number Scoring 85-100	0	0	10	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	77%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	68%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	14%	0%	0%	0%
Global History and Geography						
Number Tested	83	117	105	9	8	10
Number Scoring 55-100	77	116	99	6	8	9
Number Scoring 65-100	69	111	95	2	8	8
Number Scoring 85-100	24	53	44	0	0	1
Percentage of Tested Scoring 55-100	93%	99%	94%	67%	100%	90%
Percentage of Tested Scoring 65-100	83%	95%	90%	22%	100%	80%
Percentage of Tested Scoring 85-100	29%	45%	42%	0%	0%	10%
U.S. History and Government						
Number Tested	123	91	112	14	12	11
Number Scoring 55-100	116	89	110	13	10	9
Number Scoring 65-100	103	87	108	10	10	7
Number Scoring 85-100	26	45	62	1	1	0
Percentage of Tested Scoring 55-100	94%	98%	98%	93%	83%	82%
Percentage of Tested Scoring 65-100	84%	96%	96%	71%	83%	64%
Percentage of Tested Scoring 85-100	21%	49%	55%	7%	8%	0%

(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	81	159	74	5	3	9
Number Scoring 55-100	81	157	73	5	#	9
Number Scoring 65-100	80	153	67	5	#	7
Number Scoring 85-100	19	34	12	0	#	0
Percentage of Tested Scoring 55-100	100%	99%	99%	100%	#	100%
Percentage of Tested Scoring 65-100	99%	96%	91%	100%	#	78%
Percentage of Tested Scoring 85-100	23%	21%	16%	0%	#	0%
Physical Setting/Earth Science						
Number Tested	97	40	83	9	5	5
Number Scoring 55-100	89	35	76	5	4	4
Number Scoring 65-100	76	34	66	2	3	2
Number Scoring 85-100	26	10	31	0	0	0
Percentage of Tested Scoring 55-100	92%	88%	92%	56%	80%	80%
Percentage of Tested Scoring 65-100	78%	85%	80%	22%	60%	40%
Percentage of Tested Scoring 85-100	27%	25%	37%	0%	0%	0%
Physical Setting/Chemistry						
Number Tested	35	46	84	1	1	0
Number Scoring 55-100	33	42	81	#	#	0
Number Scoring 65-100	26	39	68	#	#	0
Number Scoring 85-100	3	2	17	#	#	0
Percentage of Tested Scoring 55-100	94%	91%	96%	#	#	0%
Percentage of Tested Scoring 65-100	74%	85%	81%	#	#	0%
Percentage of Tested Scoring 85-100	9%	4%	20%	#	#	0%
Physical Setting/Physics						
Number Tested			6			0
Number Scoring 55-100			6			0
Number Scoring 65-100			4			0
Number Scoring 85-100			0			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			67%			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	25	24	0	0	0
Number Scoring 55-100	17	25	24	0	0	0
Number Scoring 65-100	17	25	24	0	0	0
Number Scoring 85-100	12	21	16	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	71%	84%	67%	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	41	53	40	0	0	1
Number Scoring 55-100	38	52	40	0	0	#
Number Scoring 65-100	38	51	40	0	0	#
Number Scoring 85-100	26	36	33	0	0	#
Percentage of Tested Scoring 55-100	93%	98%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	93%	96%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	63%	68%	82%	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	54	57	2	2	0	0
Number Scoring 55-100	48	54	#	#	0	0
Number Scoring 65-100	42	51	#	#	0	0
Number Scoring 85-100	26	30	#	#	0	0
Percentage of Tested Scoring 55-100	89%	95%	#	#	0%	0%
Percentage of Tested Scoring 65-100	78%	89%	#	#	0%	0%
Percentage of Tested Scoring 85-100	48%	53%	#	#	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	10	90%	8	100%	30	93%
Students with Disabilities	4	#	2	#	10	70%

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	75	1%	1%	51%	47%
	Students with Disabilities	11	36%	9%	45%	9%
	All Students	86	6%	2%	50%	42%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	93	1%	17%	63%	18%
	Students with Disabilities	15	13%	47%	40%	0%
	All Students	108	3%	21%	60%	16%

(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	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	75	75	75	11	11	11	86	86	86
Number Scoring 55–64	1	0	3	3	0	3	4	0	6
Number Scoring 65–84	41	27	43	2	8	2	43	35	45
Number Scoring 85–100	25	42	24	0	0	0	25	42	24
Approved Alternatives	1	0	0	0	0	0	1	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			1			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			1			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			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 2-4)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			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			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 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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)