

New York State District Report Card Comprehensive Information Report

BEDS Code: 66-04-07-06-0000
 Name: Greenburgh Central School District
 Superintendent: Josephine N. Moffett

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	132	131	139
Kindergarten	156	166	142
First	171	141	155
Second	139	155	132
Third	159	123	146
Fourth	138	144	113
Fifth	162	116	138
Sixth	153	149	112
Ungraded Elementary	14	57	49
Seventh	135	141	135
Eighth	122	121	141
Ninth	140	118	127
Tenth	131	115	99
Eleventh	127	109	129
Twelfth	130	116	113
Ungraded Secondary	0	114	111
Total K-12 Enrollment	1877	1885	1842

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	132	7.0%	121	6.4%	119	6.5%
Black (Not Hispanic)	1069	57.0%	1074	57.0%	1064	57.8%
Hispanic	364	19.4%	400	21.2%	411	22.3%
White (Not Hispanic)	312	16.6%	290	15.4%	248	13.5%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	17	18	18
Common Branch	21	21	20
English Grade 8	16	19	20
Mathematics Grade 8	15	19	24
Science Grade 8	16	22	21
Social Studies Grade 8	16	24	22
English Grade 10	21	18	20
Mathematics Grade 10	3	14	19
Science Grade 10	0	17	0
Social Studies Grade 10	20	21	16

(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	174	8.7%	142	7.0%	176	8.9%
Eligible for Free Lunch	456	24.3%	347	18.4%	513	27.9%

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		91.8%		92.5%		94.6%
Student Suspensions	57	3.0%	192	10.2%	119	6.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	7.7%	9.0%	9.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	184
Total Other Professional Staff	44
Total Paraprofessionals	89
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	113	51	45%	98	44	45%	97	50	52%
Students with Disabilities	4	0	0%	16	0	0%	10	2	20%
All Students	117	51	44%	114	44	39%	107	52	49%

*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	67	27	0	4	4	5
Percent	63%	25%	0%	4%	4%	5%

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)
10	2	0	10

*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	6		11		1	0.2%
	Entered GED Program*	1		0		0	0.0%
	Total Noncompleters	7		11		1	0.2%
Students with Disabilities	Dropped Out	0		1		1	1.2%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		1		1	1.2%
All Students	Dropped Out	6	1.1%	12	2.3%	2	0.3%
	Entered GED Program*	1	0.2%	0	0.0%	0	0.0%
	Total Noncompleters	7	1.3%	12	2.3%	2	0.3%

*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)

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%	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	17	100%
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	3	#	7	86%	4	#
Science	7	43%	7	86%	2	#
Reading	1	#	2	#	3	#
Writing	0	0%	2	#	5	100%
Global Studies	1	#	2	#	0	0%
U.S. Hist & Gov't	1	#	1	#	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	12	100%	12	83%	24	54%
Science	12	33%	14	79%	7	100%
Reading	9	33%	9	67%	13	69%
Writing	7	86%	10	100%	13	100%
Global Studies	12	33%	9	67%	10	30%
U.S. Hist & Gov't	2	#	2	#	6	100%

(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	124	124	132	17	10	11
Number Scoring 55-100	104	107	124	7	8	8
Number Scoring 65-100	81	91	114	3	5	8
Number Scoring 85-100	38	37	49	0	0	0
Percentage of Tested Scoring 55-100	84%	86%	94%	41%	80%	73%
Percentage of Tested Scoring 65-100	65%	73%	86%	18%	50%	73%
Percentage of Tested Scoring 85-100	31%	30%	37%	0%	0%	0%
Mathematics A						
Number Tested	93	154	127	11	16	9
Number Scoring 55-100	54	121	116	3	7	6
Number Scoring 65-100	26	104	92	1	4	2
Number Scoring 85-100	3	25	18	0	0	0
Percentage of Tested Scoring 55-100	58%	79%	91%	27%	44%	67%
Percentage of Tested Scoring 65-100	28%	68%	72%	9%	25%	22%
Percentage of Tested Scoring 85-100	3%	16%	14%	0%	0%	0%
Mathematics B						
Number Tested	0	0	30	0	0	0
Number Scoring 55-100	0	0	22	0	0	0
Number Scoring 65-100	0	0	14	0	0	0
Number Scoring 85-100	0	0	3	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	73%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	47%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	10%	0%	0%	0%
Global History and Geography						
Number Tested	111	145	67	10	16	11
Number Scoring 55-100	93	130	55	3	13	7
Number Scoring 65-100	86	118	50	1	9	5
Number Scoring 85-100	36	64	30	0	2	2
Percentage of Tested Scoring 55-100	84%	90%	82%	30%	81%	64%
Percentage of Tested Scoring 65-100	77%	81%	75%	10%	56%	45%
Percentage of Tested Scoring 85-100	32%	44%	45%	0%	12%	18%
U.S. History and Government						
Number Tested	127	117	67	16	11	12
Number Scoring 55-100	118	112	63	13	10	10
Number Scoring 65-100	105	108	59	13	10	9
Number Scoring 85-100	27	54	18	2	3	2
Percentage of Tested Scoring 55-100	93%	96%	94%	81%	91%	83%
Percentage of Tested Scoring 65-100	83%	92%	88%	81%	91%	75%
Percentage of Tested Scoring 85-100	21%	46%	27%	12%	27%	17%

(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	107	163	87	7	14	7
Number Scoring 55-100	103	147	68	6	12	3
Number Scoring 65-100	94	125	53	3	10	1
Number Scoring 85-100	10	24	11	0	0	0
Percentage of Tested Scoring 55-100	96%	90%	78%	86%	86%	43%
Percentage of Tested Scoring 65-100	88%	77%	61%	43%	71%	14%
Percentage of Tested Scoring 85-100	9%	15%	13%	0%	0%	0%
Physical Setting/Earth Science						
Number Tested	157	39	87	17	0	5
Number Scoring 55-100	136	34	80	12	0	4
Number Scoring 65-100	110	29	69	7	0	3
Number Scoring 85-100	17	2	16	0	0	0
Percentage of Tested Scoring 55-100	87%	87%	92%	71%	0%	80%
Percentage of Tested Scoring 65-100	70%	74%	79%	41%	0%	60%
Percentage of Tested Scoring 85-100	11%	5%	18%	0%	0%	0%
Physical Setting/Chemistry						
Number Tested	53	57	41	0	1	4
Number Scoring 55-100	33	53	31	0	#	#
Number Scoring 65-100	18	39	20	0	#	#
Number Scoring 85-100	4	4	2	0	#	#
Percentage of Tested Scoring 55-100	62%	93%	76%	0%	#	#
Percentage of Tested Scoring 65-100	34%	68%	49%	0%	#	#
Percentage of Tested Scoring 85-100	8%	7%	5%	0%	#	#
Physical Setting/Physics						
Number Tested			11			0
Number Scoring 55-100			3			0
Number Scoring 65-100			2			0
Number Scoring 85-100			0			0
Percentage of Tested Scoring 55-100			27%			0%
Percentage of Tested Scoring 65-100			18%			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	1	10	12	0	0	0
Number Scoring 55-100	#	9	12	0	0	0
Number Scoring 65-100	#	9	12	0	0	0
Number Scoring 85-100	#	5	8	0	0	0
Percentage of Tested Scoring 55-100	#	90%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	#	90%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	#	50%	67%	0%	0%	0%
Comprehensive Italian						
Number Tested	7	15	3	0	0	0
Number Scoring 55-100	7	15	#	0	0	0
Number Scoring 65-100	7	15	#	0	0	0
Number Scoring 85-100	6	12	#	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	86%	80%	#	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	44	53	33	1	0	2
Number Scoring 55-100	44	53	33	#	0	#
Number Scoring 65-100	44	51	33	#	0	#
Number Scoring 85-100	32	33	17	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	100%	96%	100%	#	0%	#
Percentage of Tested Scoring 85-100	73%	62%	52%	#	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	47	47	0	0	1	0
Number Scoring 55-100	40	41	0	0	#	0
Number Scoring 65-100	40	38	0	0	#	0
Number Scoring 85-100	28	24	0	0	#	0
Percentage of Tested Scoring 55-100	85%	87%	0%	0%	#	0%
Percentage of Tested Scoring 65-100	85%	81%	0%	0%	#	0%
Percentage of Tested Scoring 85-100	60%	51%	0%	0%	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	11	91%	60	57%	5	80%
Students with Disabilities	7	100%	9	56%	2	#

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	122	6%	8%	62%	24%
	Students with Disabilities	19	16%	26%	58%	0%
	All Students	141	7%	11%	62%	21%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	134	10%	59%	25%	7%
	Students with Disabilities	21	29%	62%	10%	0%
	All Students	155	12%	59%	23%	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	5	2	0	0	0	5
Social Studies	5	2	0	0	1	4
Mathematics	5	2	0	0	1	4
Science	5	2	0	0	0	5

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	99	99	99	13	13	13	112	112	112
Number Scoring 55–64	1	3	7	2	0	1	3	3	8
Number Scoring 65–84	54	37	65	3	5	4	57	42	69
Number Scoring 85–100	37	50	21	1	2	0	38	52	21
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			45			2
Beginning (0-18)			0			#
Intermediate (19-31)			4			#
Advanced (32-36)			18			#
Proficient (37-39)			23			#
Reading and Writing (Grade K-1)						
Number Tested			45			2
Beginning (0-14)			5			#
Intermediate (15-24)			10			#
Advanced (25-32)			19			#
Proficient (33-35)			11			#
Listening and Speaking (Grade 2-4)						
Number Tested			40			1
Beginning (0-18)			3			#
Intermediate (19-31)			3			#
Advanced (32-36)			12			#
Proficient (37-39)			22			#
Reading and Writing (Grade 2-4)						
Number Tested			40			1
Beginning (0-14)			5			#
Intermediate (15-24)			17			#
Advanced (25-32)			11			#
Proficient (33-35)			7			#
Listening and Speaking (Grade 5-6)						
Number Tested			19			3
Beginning (0-18)			2			#
Intermediate (19-31)			0			#
Advanced (32-36)			4			#
Proficient (37-39)			13			#
Reading and Writing (Grade 5-6)						
Number Tested			19			3
Beginning (0-14)			2			#
Intermediate (15-24)			12			#
Advanced (25-32)			4			#
Proficient (33-35)			1			#

*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			23			1
Beginning (0-18)			3			#
Intermediate (19-31)			5			#
Advanced (32-36)			9			#
Proficient (37-39)			6			#
Reading and Writing (Grade 7-8)						
Number Tested			23			1
Beginning (0-14)			3			#
Intermediate (15-24)			14			#
Advanced (25-32)			6			#
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			26			0
Beginning (0-14)			8			0
Intermediate (15-24)			9			0
Advanced (25-32)			8			0
Proficient (33-35)			1			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)