

New York State District Report Card Comprehensive Information Report

BEDS Code: 19-07-01-04-0000
 Name: Greenville Central School District
 Superintendent: Cheryl Dudley

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	79	95	82
First	82	75	101
Second	101	86	77
Third	100	97	83
Fourth	95	98	97
Fifth	111	98	101
Sixth	129	118	109
Ungraded Elementary	14	16	15
Seventh	127	123	114
Eighth	124	128	125
Ninth	94	130	132
Tenth	113	80	123
Eleventh	116	112	76
Twelfth	104	89	126
Ungraded Secondary	30	31	11
Total K-12 Enrollment	1419	1376	1372

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	8	0.6%	8	0.6%	10	0.7%
Black (Not Hispanic)	17	1.2%	19	1.4%	18	1.3%
Hispanic	10	0.7%	10	0.7%	16	1.2%
White (Not Hispanic)	1384	97.5%	1339	97.3%	1328	96.8%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	20	19	16
Common Branch	18	18	19
English Grade 8	20	22	20
Mathematics Grade 8	19	23	20
Science Grade 8	20	18	21
Social Studies Grade 8	20	22	21
English Grade 10	19	18	20
Mathematics Grade 10	0	23	19
Science Grade 10	33	15	15
Social Studies Grade 10	20	17	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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	2	0.1%	2	0.2%	5	0.4%
Eligible for Free Lunch	289	20.4%	287	20.9%	191	13.9%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.4%		95.5%		95.2%
Student Suspensions	86	5.9%	21	1.5%	59	4.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	14.0%	11.1%	8.4%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	129
Total Other Professional Staff	16
Total Paraprofessionals	46
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 and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	96	85	86
	Regents Diplomas	46	59	73
	% Regents Diplomas	48%	69%	85%
	Regents Diplomas with Advanced Designation**			35
	% Regents Diplomas with Advanced Designation			41%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	15	23	15
	Regents Diplomas	1	2	4
	% Regents Diplomas	7%	9%	27%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			7%
	IEP Diplomas or Local Certificates	0	0	1
All Students	Total Graduates*	111	108	101
	Regents Diplomas	47	61	77
	% Regents Diplomas	42%	56%	76%
	Regents Diplomas with Advanced Designation**			36
	% Regents Diplomas with Advanced Designation			36%
	IEP Diplomas or Local Certificates	0	0	1

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	34	34	1	3	3	0	11	0
	Percent	40%	40%	1%	3%	3%	0%	13%	0%
Students with Disabilities	Number	2	5	3	0	2	0	3	0
	Percent	13%	33%	20%	0%	13%	0%	20%	0%
All Students	Number	36	39	4	3	5	0	14	0
	Percent	36%	39%	4%	3%	5%	0%	14%	0%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	1		5	1.3%	5	1.3%
	Entered GED Program*	0		1	0.3%	0	0.0%
	Total Noncompleters	1		6	1.6%	5	1.3%
Students with Disabilities	Dropped Out	0		1	1.1%	2	2.2%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	0		1	1.1%	2	2.2%
All Students	Dropped Out	1	0.2%	6	1.3%	7	1.5%
	Entered GED Program*	0	0.0%	1	0.2%	0	0.0%
	Total Noncompleters	1	0.2%	7	1.5%	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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	106	0	111
	Number of Students with Disabilities	18	0	14
	Number of All Students	124	0	125
	Percent of Enrollment	31%	0%	35%
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			
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 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	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	7	100%	0	0%	35	91%
Spanish	17	53%	14	29%	65	75%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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%	1	#
Spanish	4	#	2	#	1	#

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	4	#	1	#
Science	3	#	1	#	0	0%
Reading	2	#	2	#	2	#
Writing	2	#	3	#	2	#
Global Studies	3	#	1	#	1	#
U.S. Hist & Gov't	2	#	3	#	1	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	80%	6	100%	5	80%
Science	5	100%	1	#	2	#
Reading	12	100%	7	71%	15	93%
Writing	12	100%	4	#	9	89%
Global Studies	17	100%	5	40%	17	35%
U.S. Hist & Gov't	2	#	8	75%	6	83%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	85	98	86	14	16	14
Number Scoring 55-100	79	84	75	9	6	10
Number Scoring 65-100	69	76	57	4	4	6
Number Scoring 85-100	36	37	20	1	1	3
Percentage of Tested Scoring 55-100	93%	86%	87%	64%	38%	71%
Percentage of Tested Scoring 65-100	81%	78%	66%	29%	25%	43%
Percentage of Tested Scoring 85-100	42%	38%	23%	7%	6%	21%
Mathematics A						
Number Tested	105	108	167	11	11	13
Number Scoring 55-100	99	106	161	10	11	10
Number Scoring 65-100	90	92	147	8	6	6
Number Scoring 85-100	11	27	43	1	0	0
Percentage of Tested Scoring 55-100	94%	98%	96%	91%	100%	77%
Percentage of Tested Scoring 65-100	86%	85%	88%	73%	55%	46%
Percentage of Tested Scoring 85-100	10%	25%	26%	9%	0%	0%
Mathematics B						
Number Tested	0	70	81	0	3	2
Number Scoring 55-100	0	42	54	0	#	#
Number Scoring 65-100	0	27	36	0	#	#
Number Scoring 85-100	0	2	7	0	#	#
Percentage of Tested Scoring 55-100	0%	60%	67%	0%	#	#
Percentage of Tested Scoring 65-100	0%	39%	44%	0%	#	#
Percentage of Tested Scoring 85-100	0%	3%	9%	0%	#	#
Global History and Geography						
Number Tested	101	82	119	16	12	16
Number Scoring 55-100	88	76	109	7	9	9
Number Scoring 65-100	82	68	92	5	7	5
Number Scoring 85-100	37	34	38	1	3	0
Percentage of Tested Scoring 55-100	87%	93%	92%	44%	75%	56%
Percentage of Tested Scoring 65-100	81%	83%	77%	31%	58%	31%
Percentage of Tested Scoring 85-100	37%	41%	32%	6%	25%	0%
U.S. History and Government						
Number Tested	93	99	75	13	11	13
Number Scoring 55-100	90	93	67	12	8	7
Number Scoring 65-100	88	91	62	11	8	6
Number Scoring 85-100	43	40	41	3	2	4
Percentage of Tested Scoring 55-100	97%	94%	89%	92%	73%	54%
Percentage of Tested Scoring 65-100	95%	92%	83%	85%	73%	46%
Percentage of Tested Scoring 85-100	46%	40%	55%	23%	18%	31%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	102	73	113	13	8	11
Number Scoring 55-100	99	73	111	10	8	9
Number Scoring 65-100	95	72	109	9	7	7
Number Scoring 85-100	43	23	50	1	2	0
Percentage of Tested Scoring 55-100	97%	100%	98%	77%	100%	82%
Percentage of Tested Scoring 65-100	93%	99%	96%	69%	88%	64%
Percentage of Tested Scoring 85-100	42%	32%	44%	8%	25%	0%
Physical Setting/Earth Science						
Number Tested	77	117	116	9	17	14
Number Scoring 55-100	73	113	113	7	15	13
Number Scoring 65-100	73	94	97	7	9	8
Number Scoring 85-100	42	42	39	5	1	1
Percentage of Tested Scoring 55-100	95%	97%	97%	78%	88%	93%
Percentage of Tested Scoring 65-100	95%	80%	84%	78%	53%	57%
Percentage of Tested Scoring 85-100	55%	36%	34%	56%	6%	7%
Physical Setting/Chemistry						
Number Tested	38	44	35	0	1	0
Number Scoring 55-100	35	44	34	0	#	0
Number Scoring 65-100	28	37	27	0	#	0
Number Scoring 85-100	4	7	1	0	#	0
Percentage of Tested Scoring 55-100	92%	100%	97%	0%	#	0%
Percentage of Tested Scoring 65-100	74%	84%	77%	0%	#	0%
Percentage of Tested Scoring 85-100	11%	16%	3%	0%	#	0%
Physical Setting/Physics						
Number Tested		13	19		0	0
Number Scoring 55-100		13	17		0	0
Number Scoring 65-100		12	16		0	0
Number Scoring 85-100		3	6		0	0
Percentage of Tested Scoring 55-100		100%	89%		0%	0%
Percentage of Tested Scoring 65-100		92%	84%		0%	0%
Percentage of Tested Scoring 85-100		23%	32%		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
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	27	27	36	0	2	1
Number Scoring 55-100	26	25	35	0	#	#
Number Scoring 65-100	24	24	34	0	#	#
Number Scoring 85-100	9	14	14	0	#	#
Percentage of Tested Scoring 55-100	96%	93%	97%	0%	#	#
Percentage of Tested Scoring 65-100	89%	89%	94%	0%	#	#
Percentage of Tested Scoring 85-100	33%	52%	39%	0%	#	#
Comprehensive Latin						
Number Tested	23	14	34	3	1	0
Number Scoring 55-100	21	13	34	#	#	0
Number Scoring 65-100	21	12	30	#	#	0
Number Scoring 85-100	8	2	8	#	#	0
Percentage of Tested Scoring 55-100	91%	93%	100%	#	#	0%
Percentage of Tested Scoring 65-100	91%	86%	88%	#	#	0%
Percentage of Tested Scoring 85-100	35%	14%	24%	#	#	0%

(Form – H)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	87	3%	11%	51%	34%
	Students with Disabilities	16	25%	6%	69%	0%
	All Students	103	7%	11%	53%	29%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	111	0%	24%	62%	14%
	Students with Disabilities	15	0%	60%	33%	7%
	All Students	126	0%	29%	59%	13%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	0	#	#	#	#

2001 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	93	93	93	20	20	20	113	113	113
Number Scoring 55–64	2	4	0	4	0	1	6	4	1
Number Scoring 65–84	49	37	36	4	7	9	53	44	45
Number Scoring 85–100	37	39	53	1	2	1	38	41	54
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade K-1)						
Number Tested		2	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade K-1)						
Number Tested		2	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 2-4)						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 5-6)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Reading and Writing (Grade 7-8)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 9-12)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		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)